

Learning From Home 2021 Term 3 Week 6

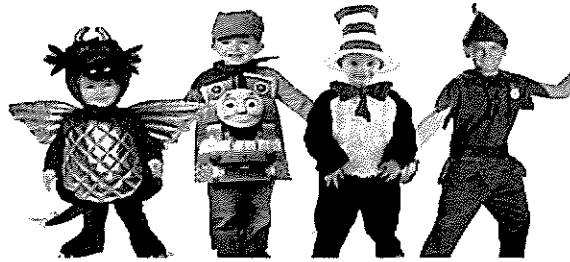
Stage 1
Mon-Tues

S1 Week 5 Suggested Weekly Timetable.

****Please note the new class zoom sessions - See your Class Dojo for links****

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am - K-2 Library Zoom @ 10:30 am with Mrs. McCarthy. Literacy - Reading task (listening). - Spelling Task. - Handwriting. Writing Task - Modelled Writing - planning.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am Literacy - Reading task (think aloud). - Spelling task. - Handwriting. Writing Task - Planning a new adventure.	<u>Morning Session</u> - 1B only - Zoom with Mrs. Bulloch @ 8:30 am - S1 Zoom Meeting @ 9:15 am - K/1B only - Zoom with Mr. Boreland @ 10:00 am - 2HM only - zoom with Mrs. McCabe and Mrs. Horncastle @ 10:30 am. - 1R only - Zoom with Miss Rodwell @ 11:30 am. Literacy - Reading task (vocabulary). - Spelling task. - Typing Club. Writing Task - Creating a word bank - verbs.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am Literacy - Reading task (recall and retell). - Spelling task. - Typing Club. Writing Task - Planning a new story.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am - 2B only - Zoom with Miss Betteridge @ 10:30 am. Literacy - Reading task (decoding the text). - Spelling task. - Typing Club. Writing Task - Creating an imaginative Text.
<u>Middle Session</u> Times Tables Practise Maths - 3D Shapes in everyday items.	<u>Middle Session</u> Times Tables Practise Maths - Compare 2D and 3D Shapes.	<u>Middle Session</u> Times Tables Practise Maths - The Prism Predicament.	<u>Middle Session</u> Times Tables Practise Maths - The Problematic Pyramids.	<u>Middle Session</u> Times Tables Practise Maths - Polyhedron Pals.
<u>Afternoon Session</u> PBL - Positive Friendships.	<u>Afternoon Session</u> The Paralympics. - Australian Paralympic History Project WebQuest	<u>Afternoon Session</u> PDHPE - Healthy Eating.	<u>Afternoon Session</u> Sport - Kicking.	<u>Afternoon Session</u> Visual Art - Cubism Autumn.

BOOK WEEK 2021



To celebrate Book Week 2021 at Valley View Public School we will be having a digital Zoom Book Parade.

This will take place on Tuesday 17th August (Week 6), in our daily zoom sessions. Students that attend school on that day will be able to dress up.

Come dressed up as your favourite book character and show your friends your fabulous costume.

We would love a photo of each student in their costumes to be sent via class Dojo from Saturday 14th August, no later than 3pm Wednesday 18th August. If you are at school, you can get someone to take a photo of you before the day.

We will be using these photos for some best dressed awards.

Don't forget to be creative and more than anything have a load of fun with your costume design.



Book Week 2021

Poster Design Competition

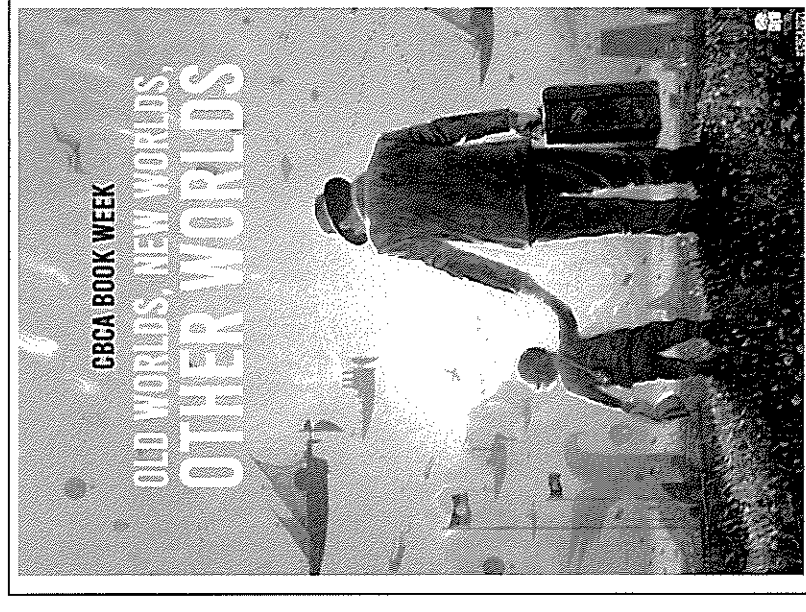
Design a poster using the theme of
“Old Worlds, New Worlds, Other Worlds” .

Don't forget to be creative with your design and
make sure to include 'Book Week 2021' somewhere
on your poster.

You can do a poster on paper and take a photo
to send via Dojo or create a digital poster to send via Dojo.

There will be prizes for the best posters so have fun with your design.

Posters are due Wednesday 18th August by 3pm.



Monday

Monday Reading Task Instructions:

Listen to the story, Alexander's Outing' on Google Classroom. **If you can not access this, choose a book you have at home to read and complete the task using this.** Use this document to complete your activity.

Activity: Retell the story**Your task:**

Draw three pictures to show what happened at the beginning, middle and end of Alexander's Outing. Use your pictures to retell the story to someone else. Write/type a sentence to match each picture.

Beginning**Middle****End**

Use this table to practise your personal sight words list.

Type/Write your word	Practise 1	Practise 2	Practise 3

Spelling Activity

1. Just add 'ew', 'ue', 'u_e' or 'u'!

n____

tr____

gr____

resc____

st____

h__g__

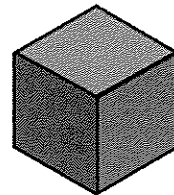
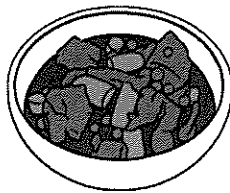
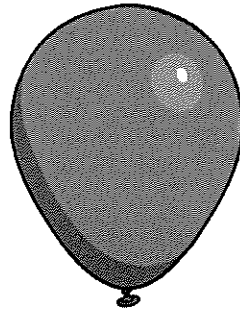
d____

c__b__

bl____

__niform

2. Write the correct words under the pictures.



3. Now pick 2 words from the word box. Write one sentence for each word. Don't forget capital letters and full stops!

1. _____

2. _____

Writing Task - Monday.

Writing Activity: Planning

We are learning to write imaginative stories. If you can, watch today's vimeo of the story, 'Alexander's Outing' on Google Classroom. Next, imagine another adventure for Alexander. Recreate the new story in the beginning, middle and end below. If you haven't got access to this story, use the one that you chose from home yesterday.

Your task:

Draw three pictures to show what might happen at the beginning, middle and end of Alexander's next outing. Or write/type your story into the spaces below. Tell your story to someone else.

Beginning

Middle

End



Multiplication Tables of 2, 5 and 10, missing factor

Grade 2 Multiplication Worksheet

Find the missing number.

1. $2 \times 2 = \square$

2. $5 \times 2 = \square$

3. $\square \times 2 = 12$

4. $\square \times 2 = 6$

5. $\square \times 2 = 14$

6. $4 \times \square = 8$

Find the missing number.

7. $5 \times \square = 25$

8. $2 \times 5 = \square$

9. $\square \times 5 = 40$

10. $\square \times 5 = 35$

11. $3 \times \square = 15$

12. $\square \times 5 = 20$

Find the missing number.

13. $2 \times \square = 20$

14. $5 \times \square = 50$

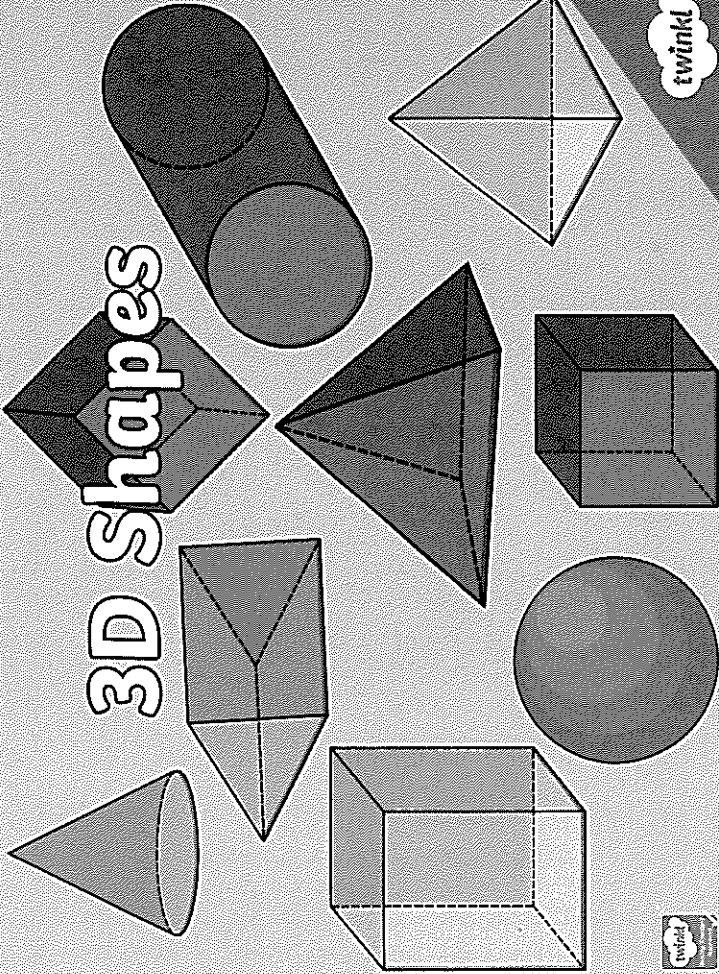
15. $7 \times 10 = \square$

16. $6 \times 10 = \square$

17. $\square \times 10 = 40$

18. $3 \times \square = 30$

3D Shapes



Cube

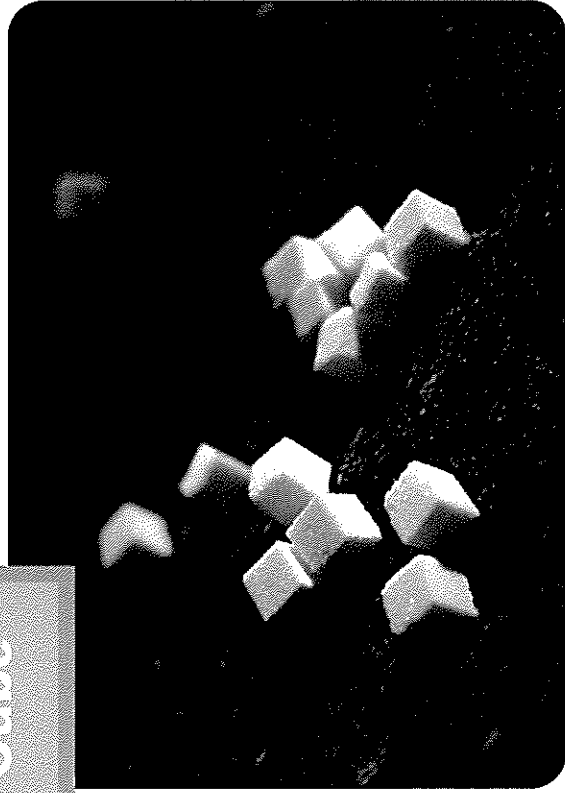


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Cone

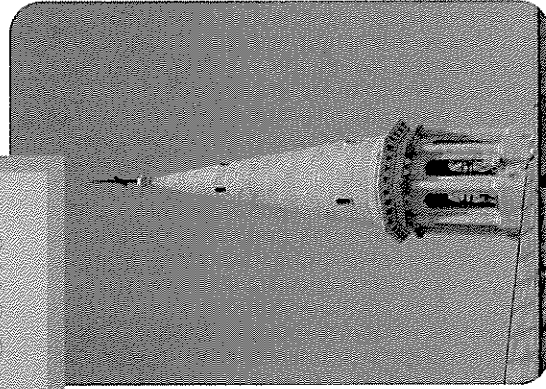


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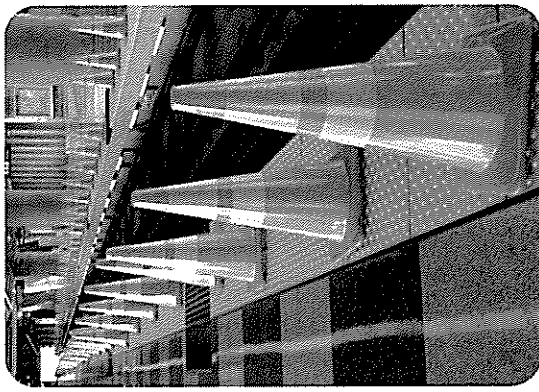


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Cube

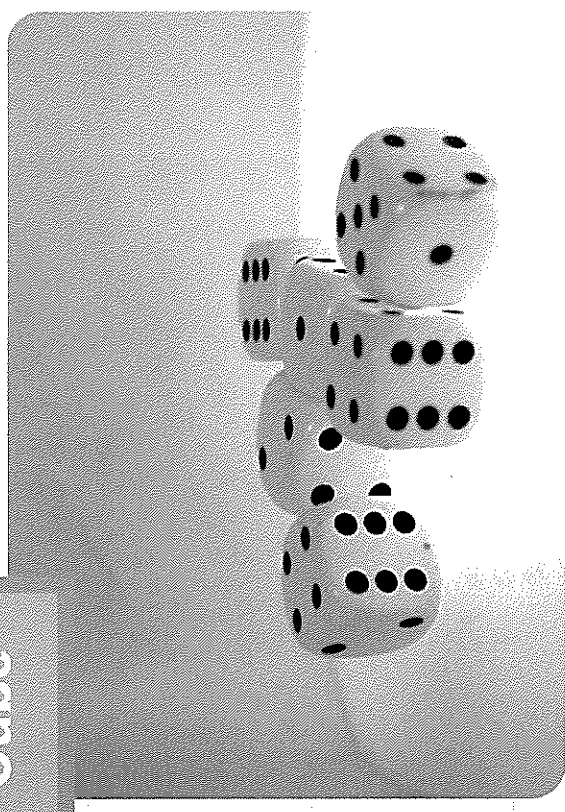


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Cuboid



Photo courtesy of anja_johnson (@flickr.com) - granted under creative commons licence - attribution

Cylinder



Photo courtesy of T.M. Photography (@flickr.com) - granted under creative commons licence - attribution

Rectangular Prism



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Triangular Prism



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Sphere



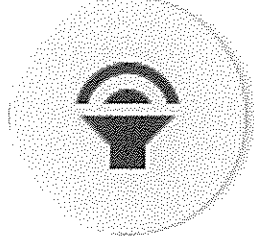
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Pyramid



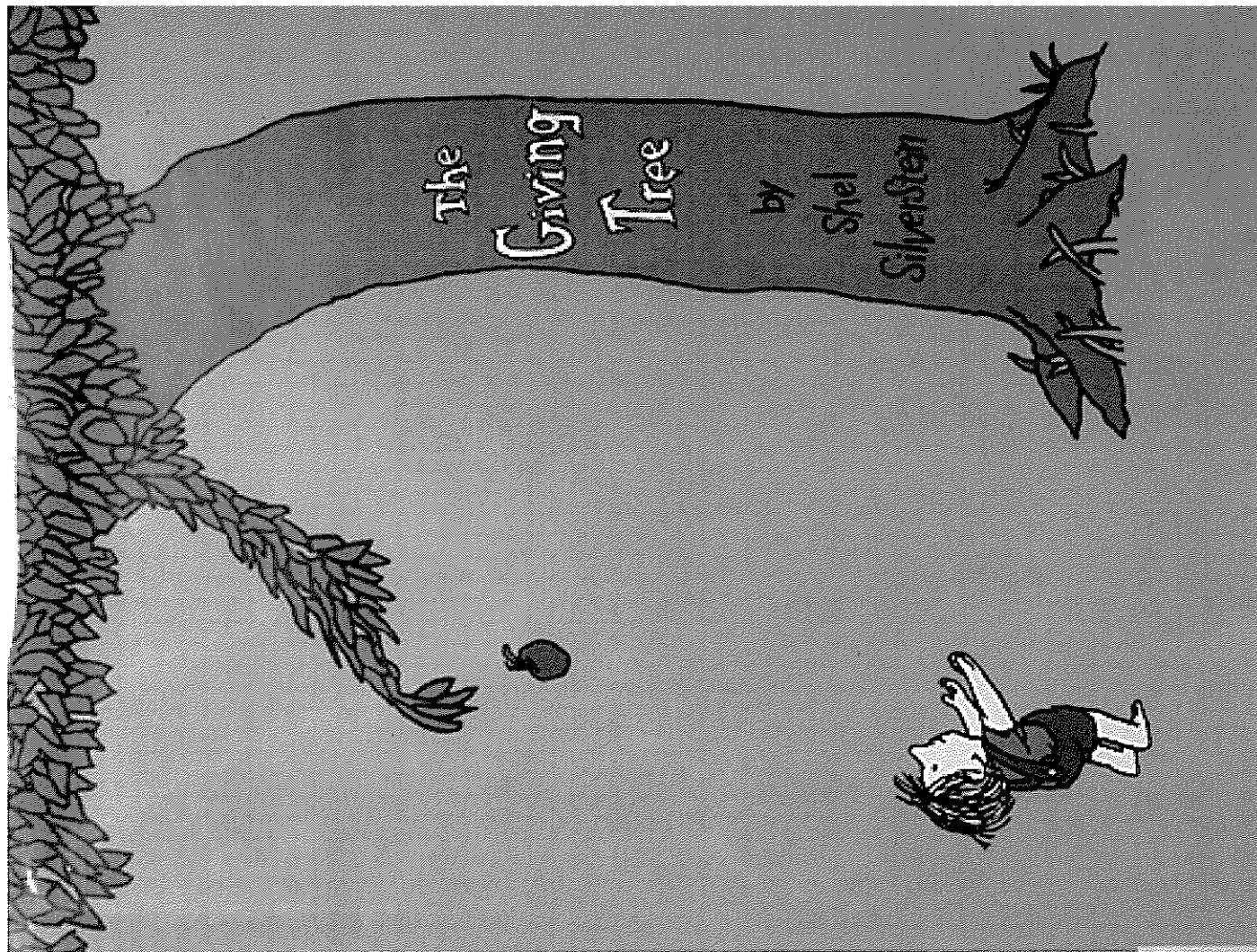
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Monday Maths - 3D Shape

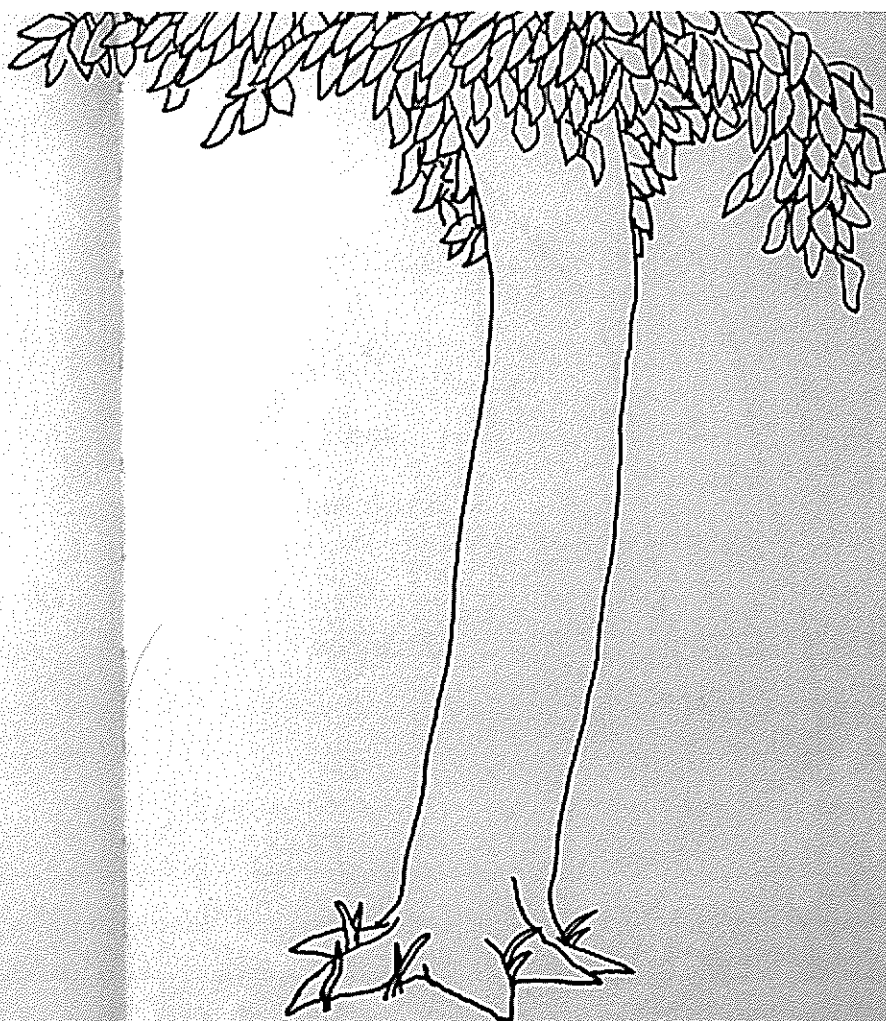


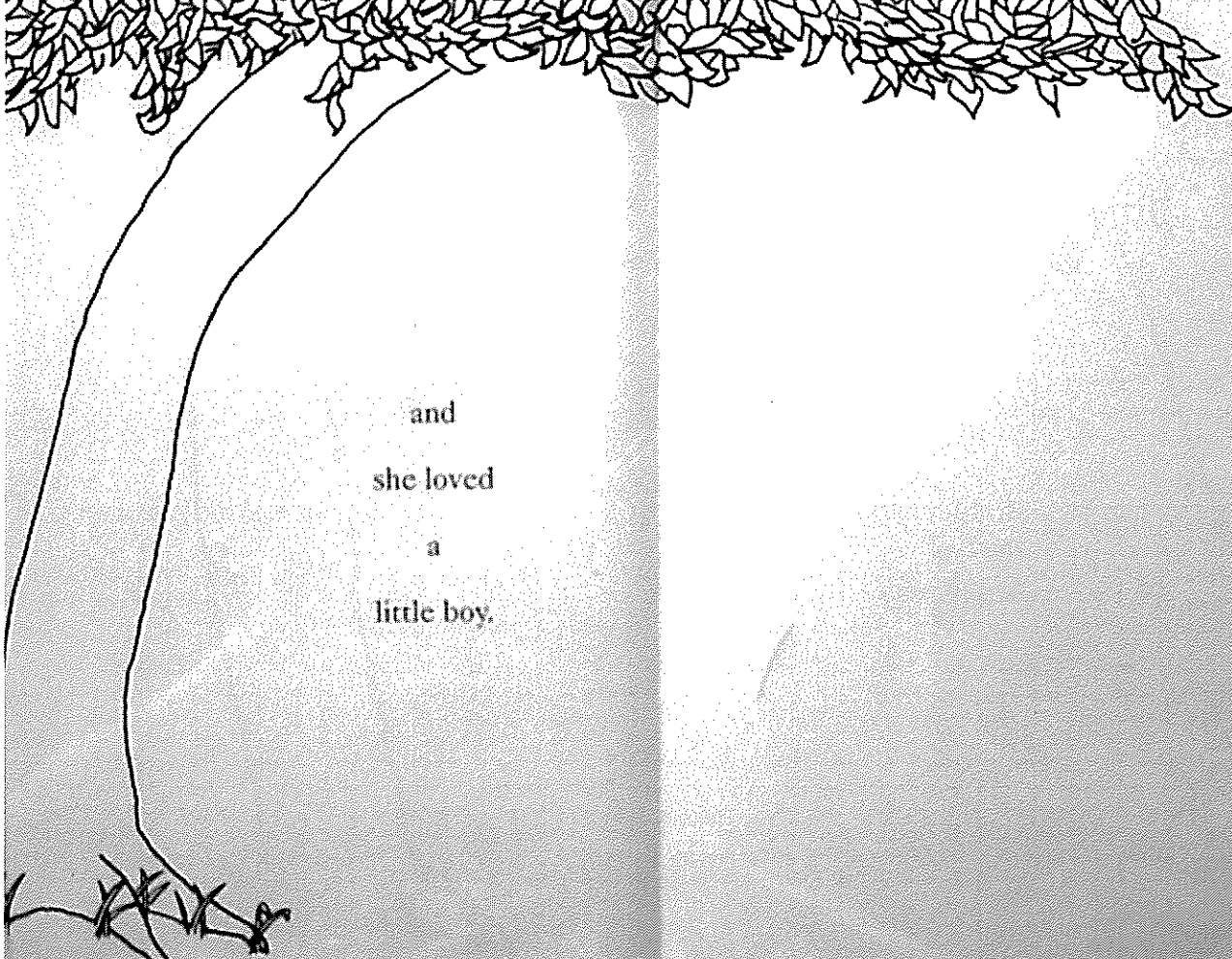
In today's activity, you will create a poster demonstrating everyday items that you might find around your home or community which are 3D shapes. You can draw, use these slides or present your activity in a recording, it's up to you. Use the PPT provided to help you. Remember to send a photo of your task or to upload your slides to your teacher.

Create your poster here.

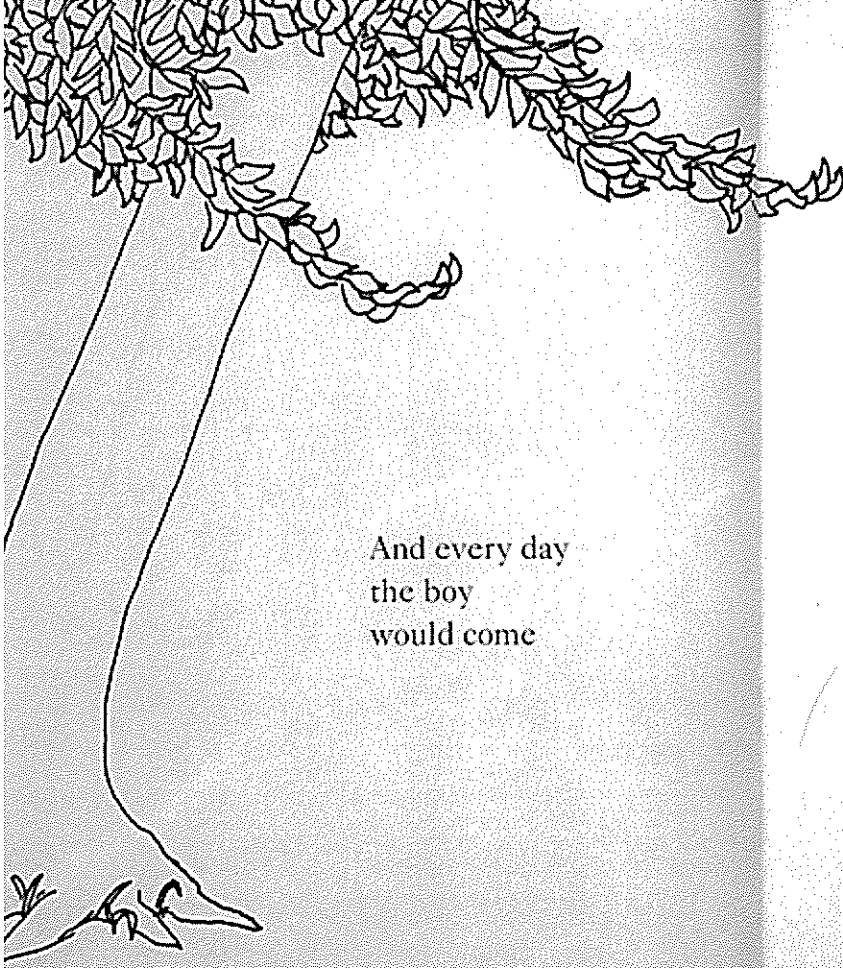


Once there was a tree...

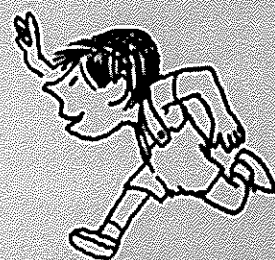


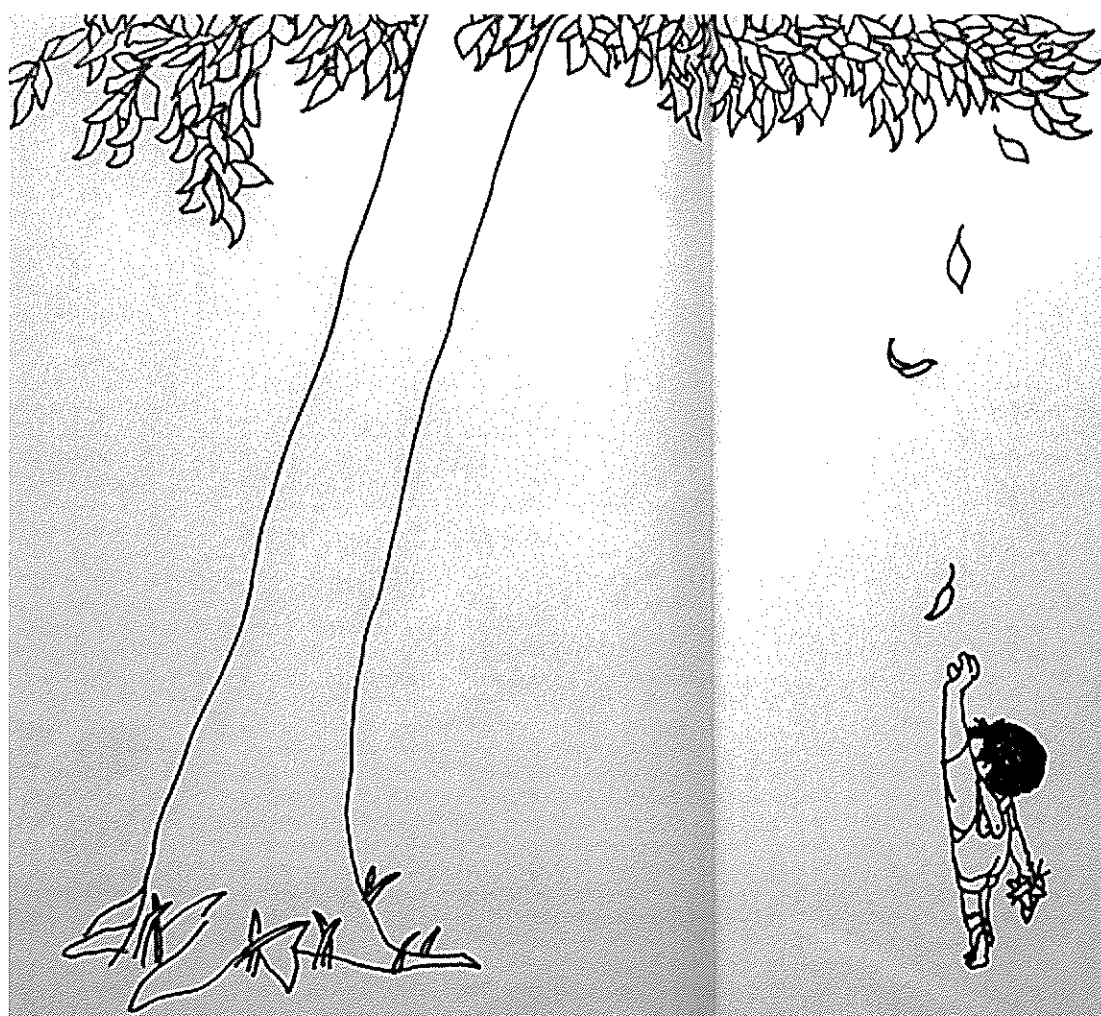


and
she loved
a
little boy.

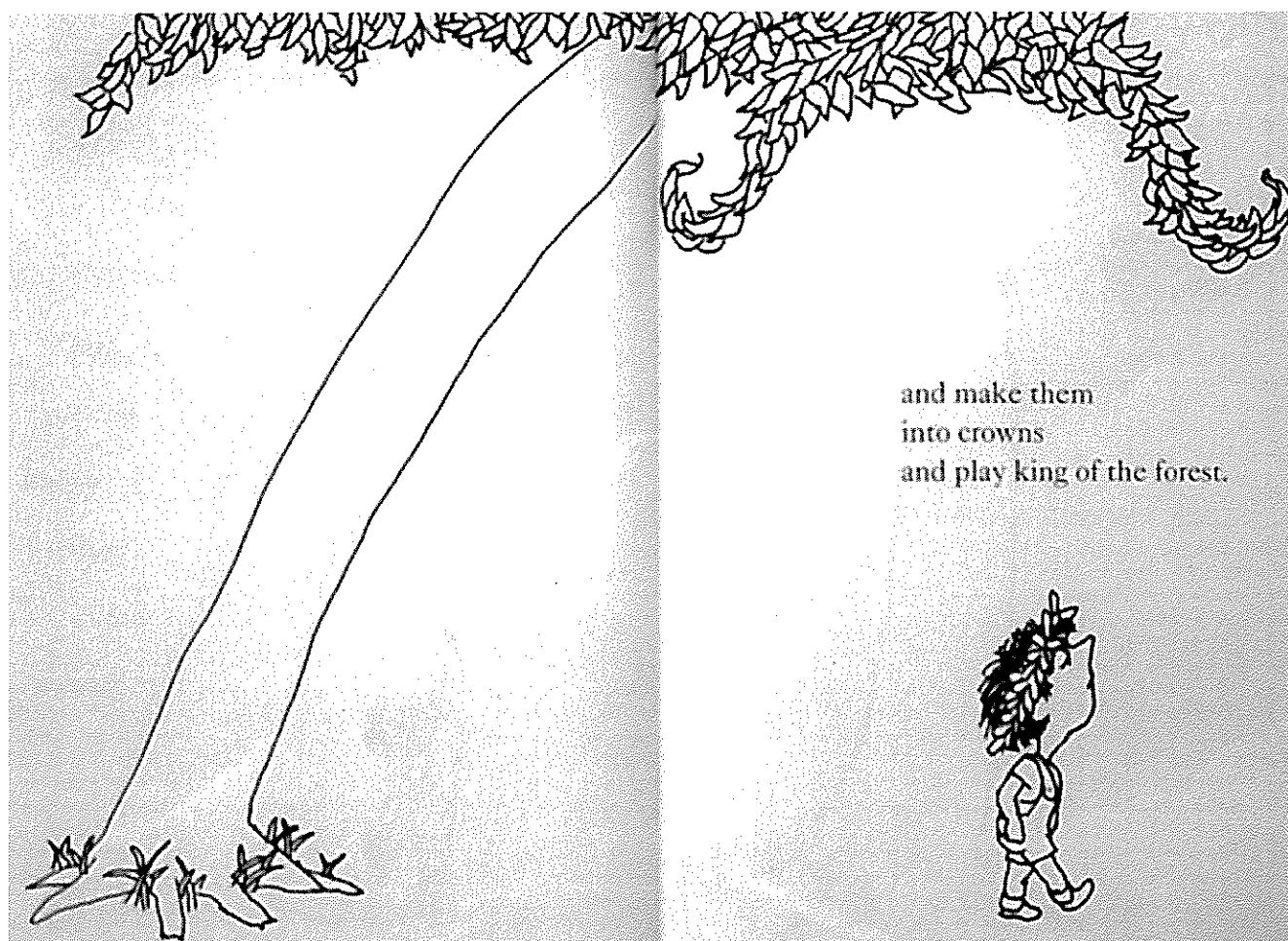
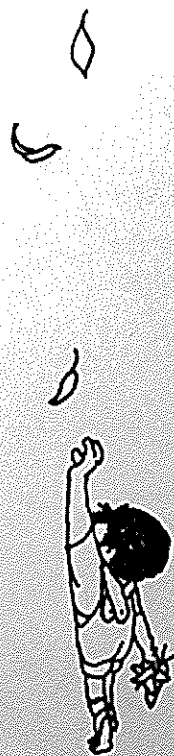


And every day
the boy
would come



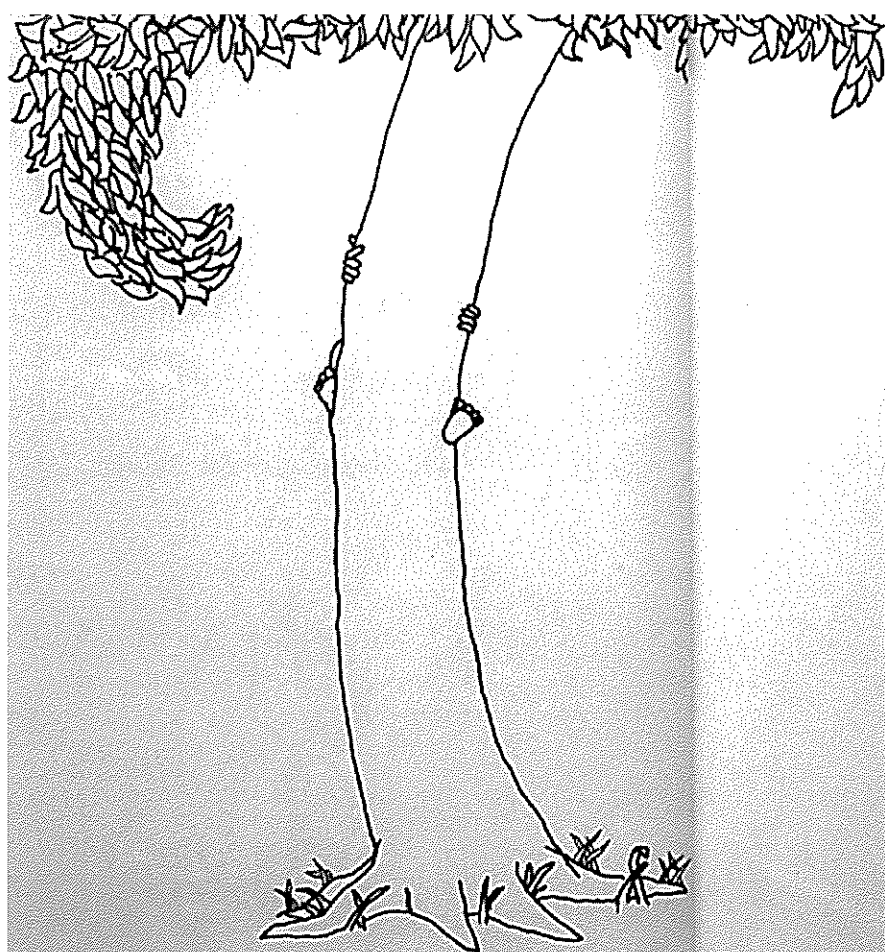


and
he
would
gather
her
leaves



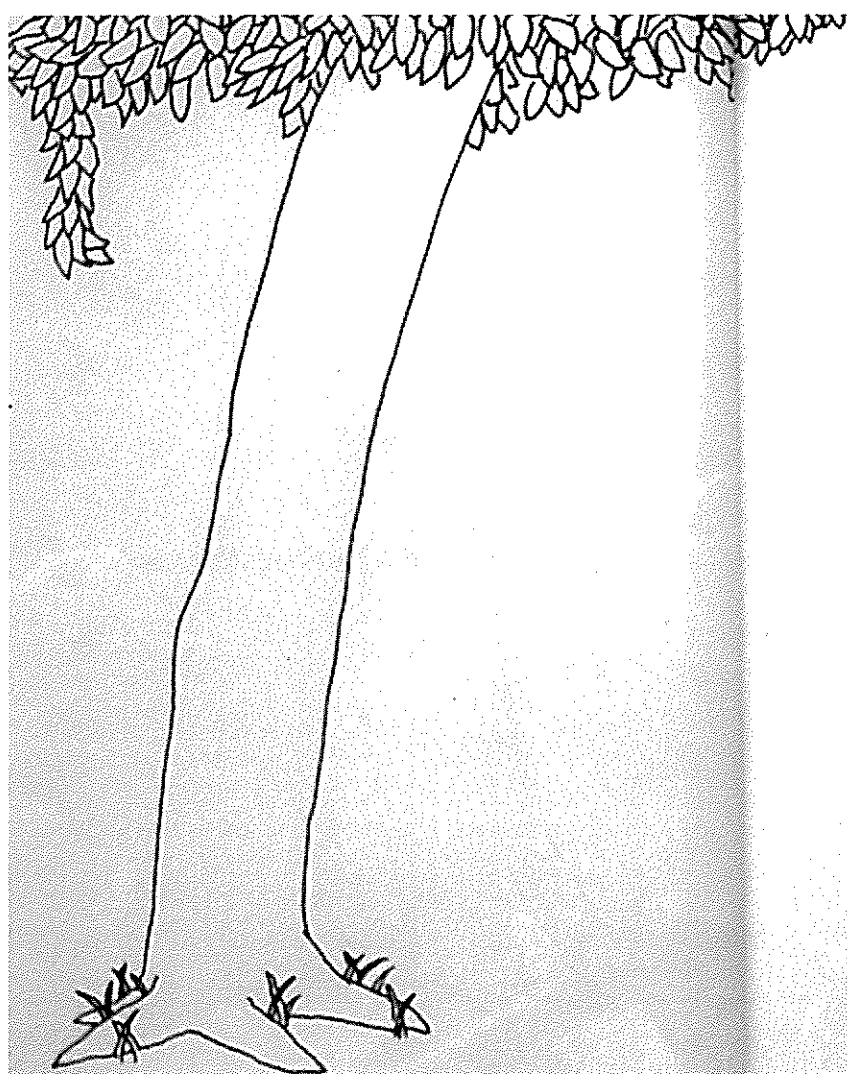
and make them
into crowns
and play king of the forest.





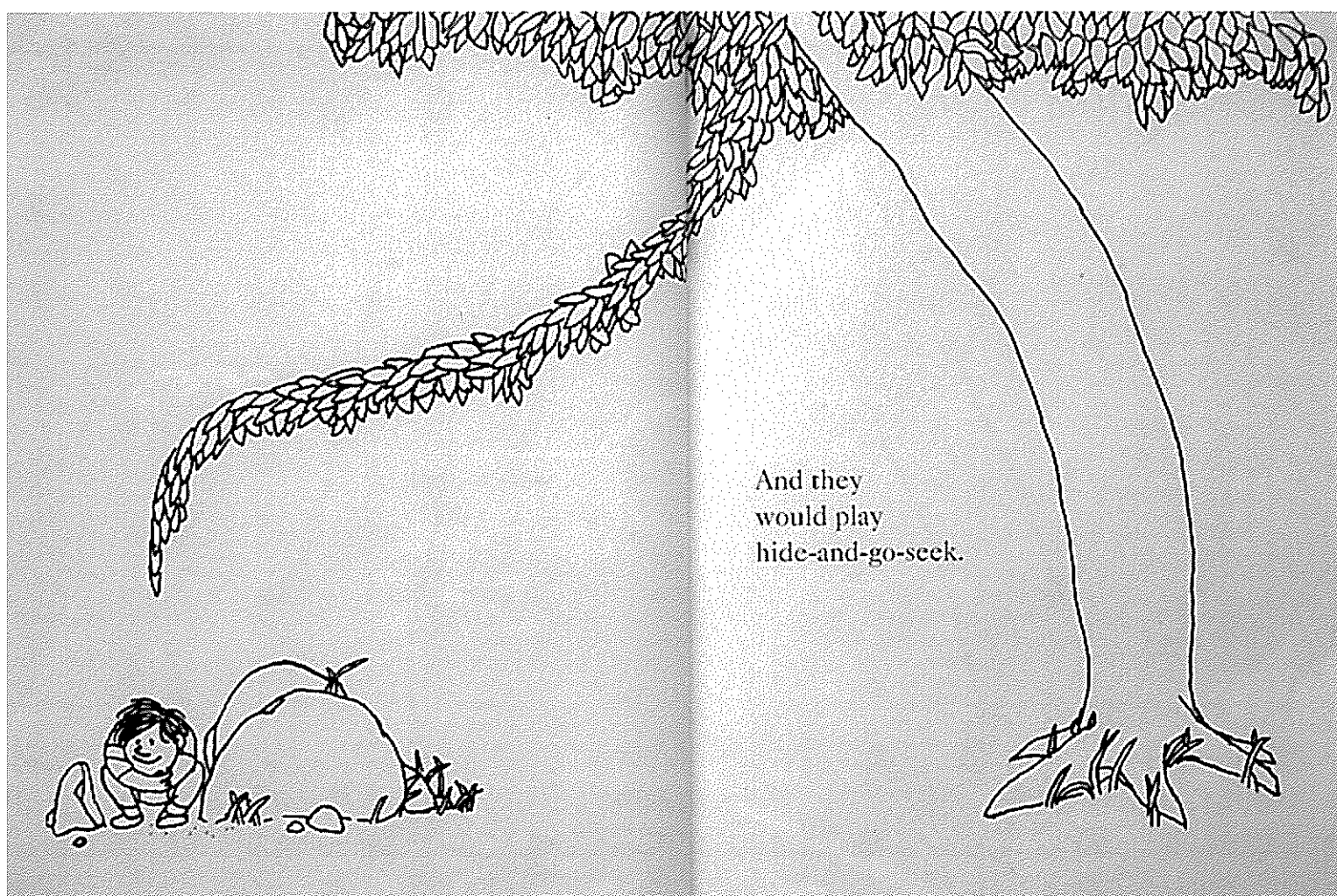
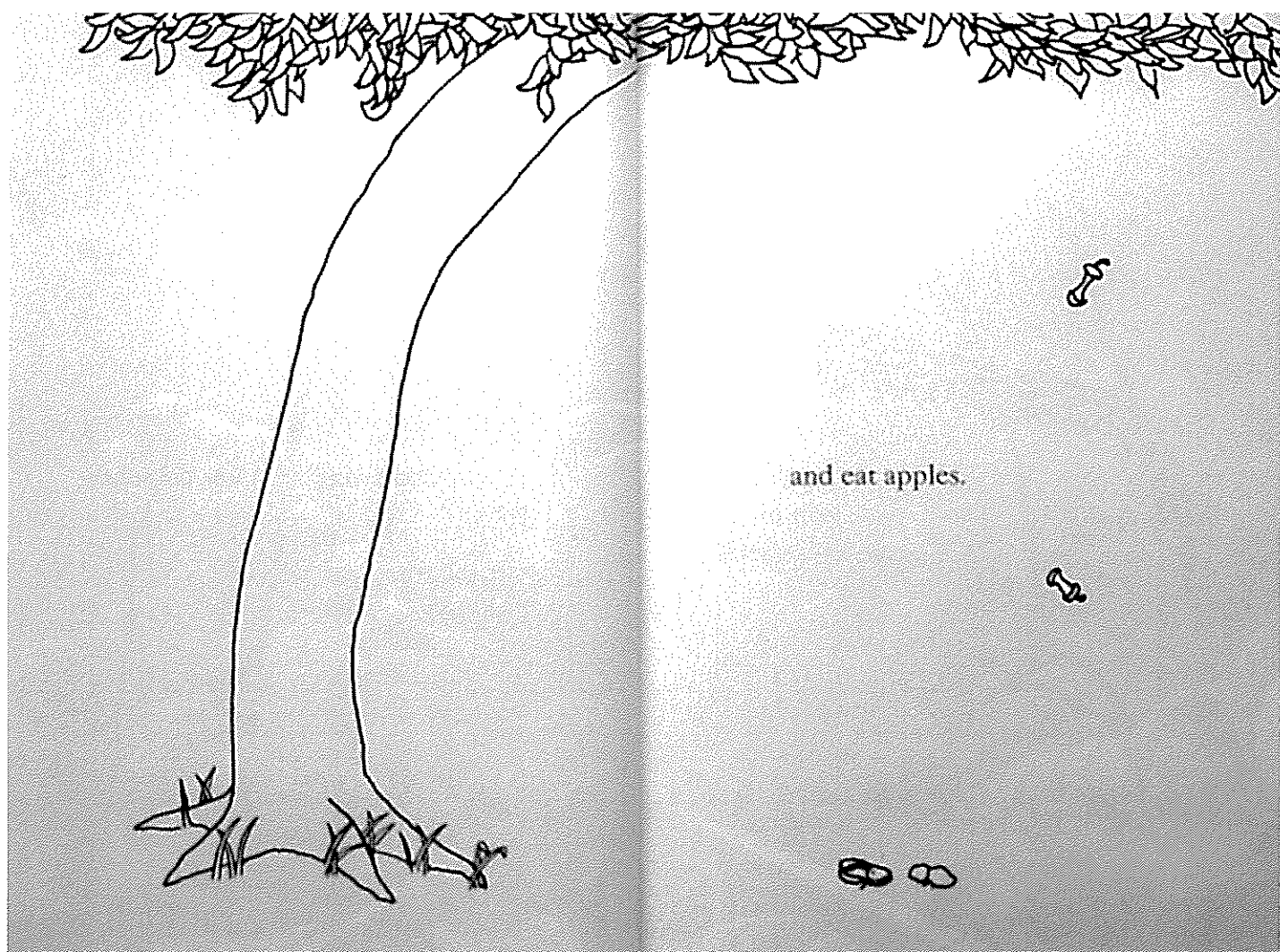
He would climb up her trunk

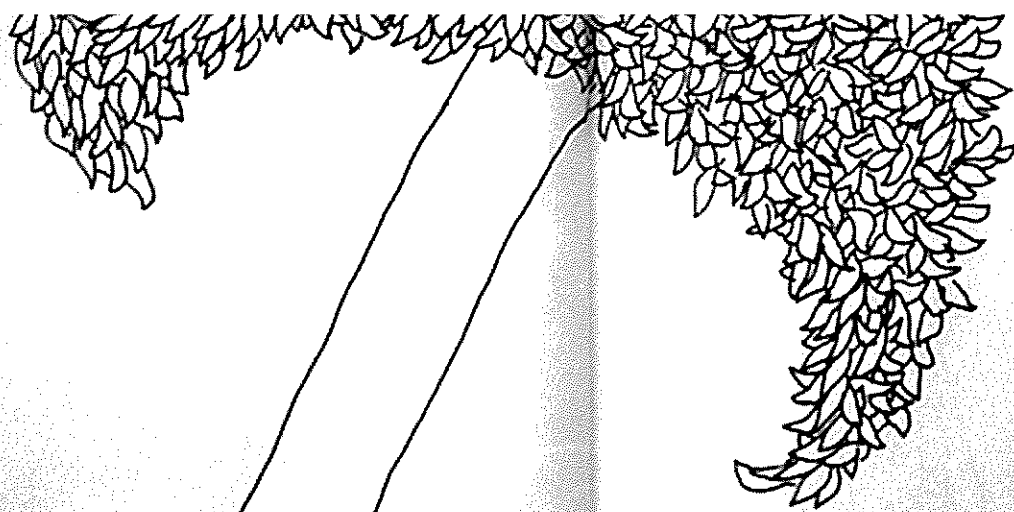
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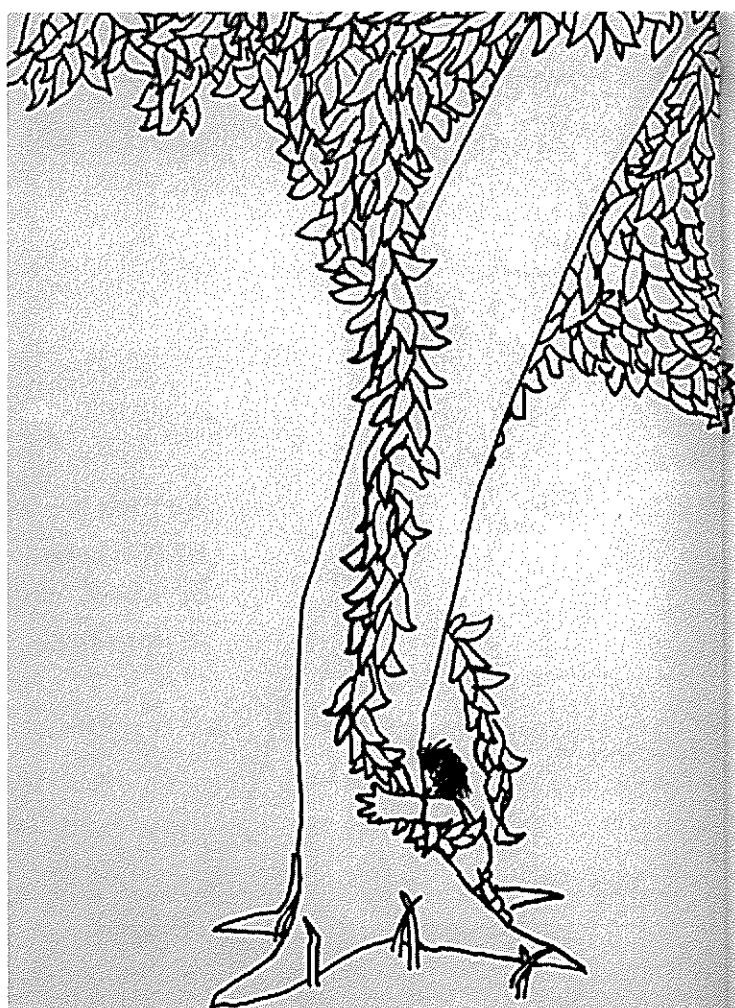
and swing from her branches

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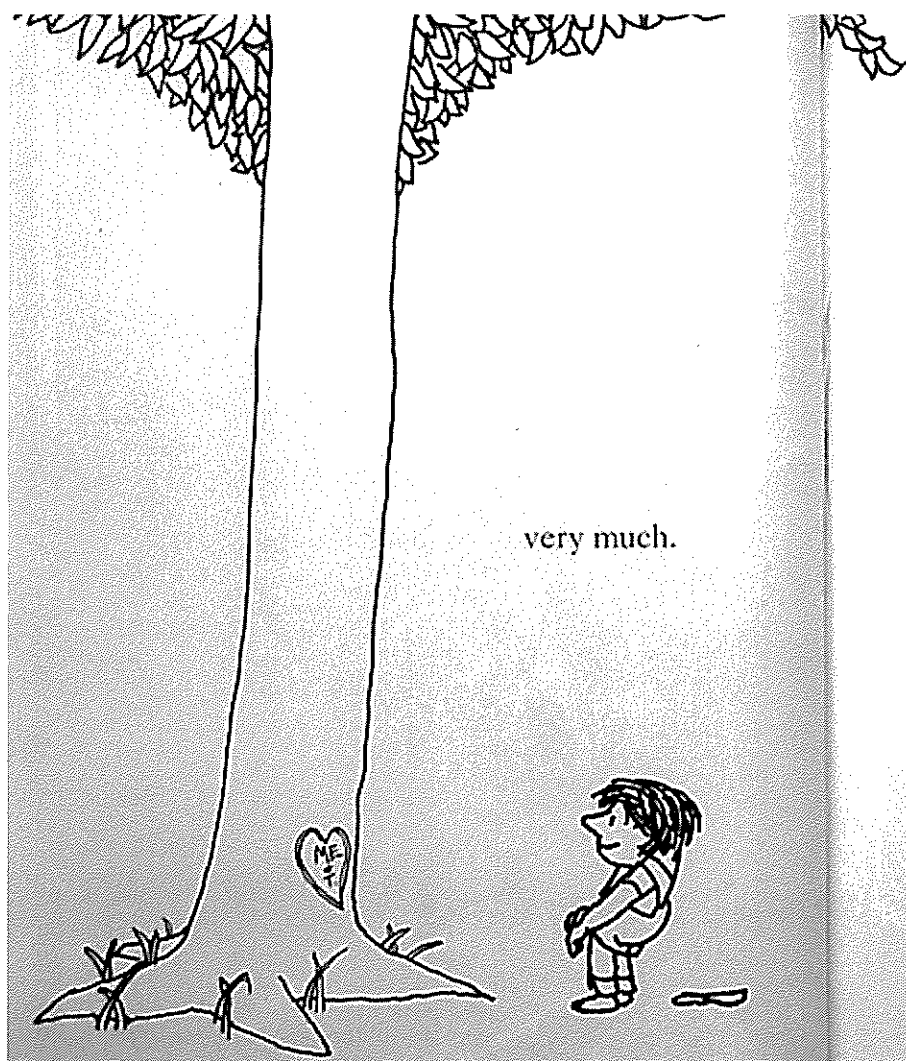




And when
he was tired,
he would sleep
in her shade.

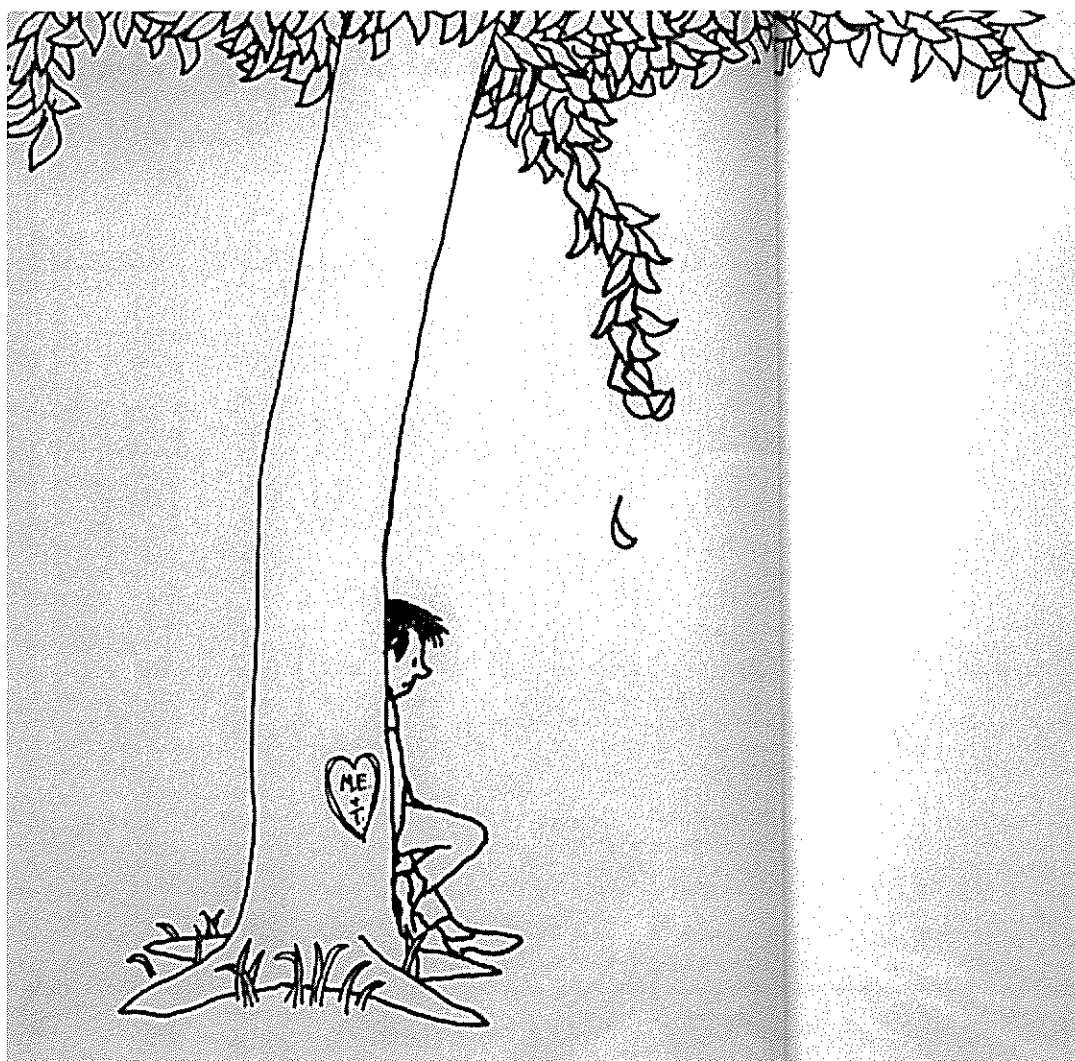


And the boy loved the tree ...

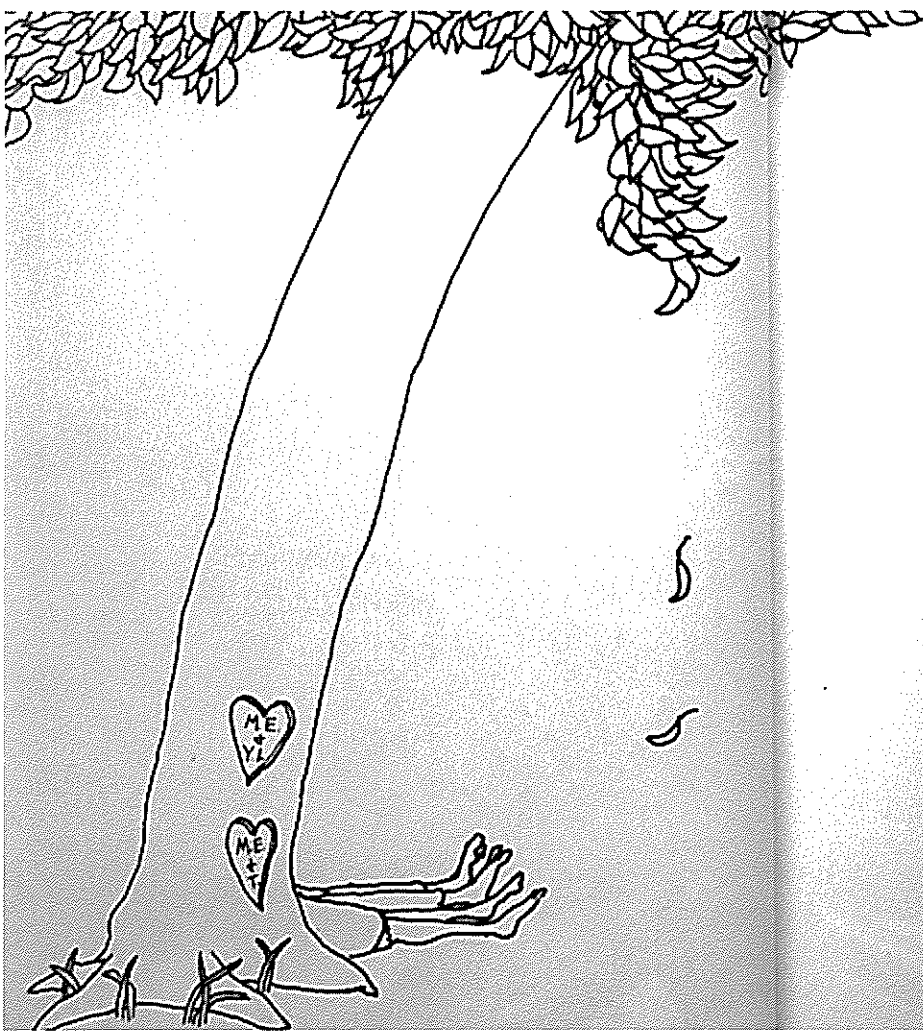


very much.

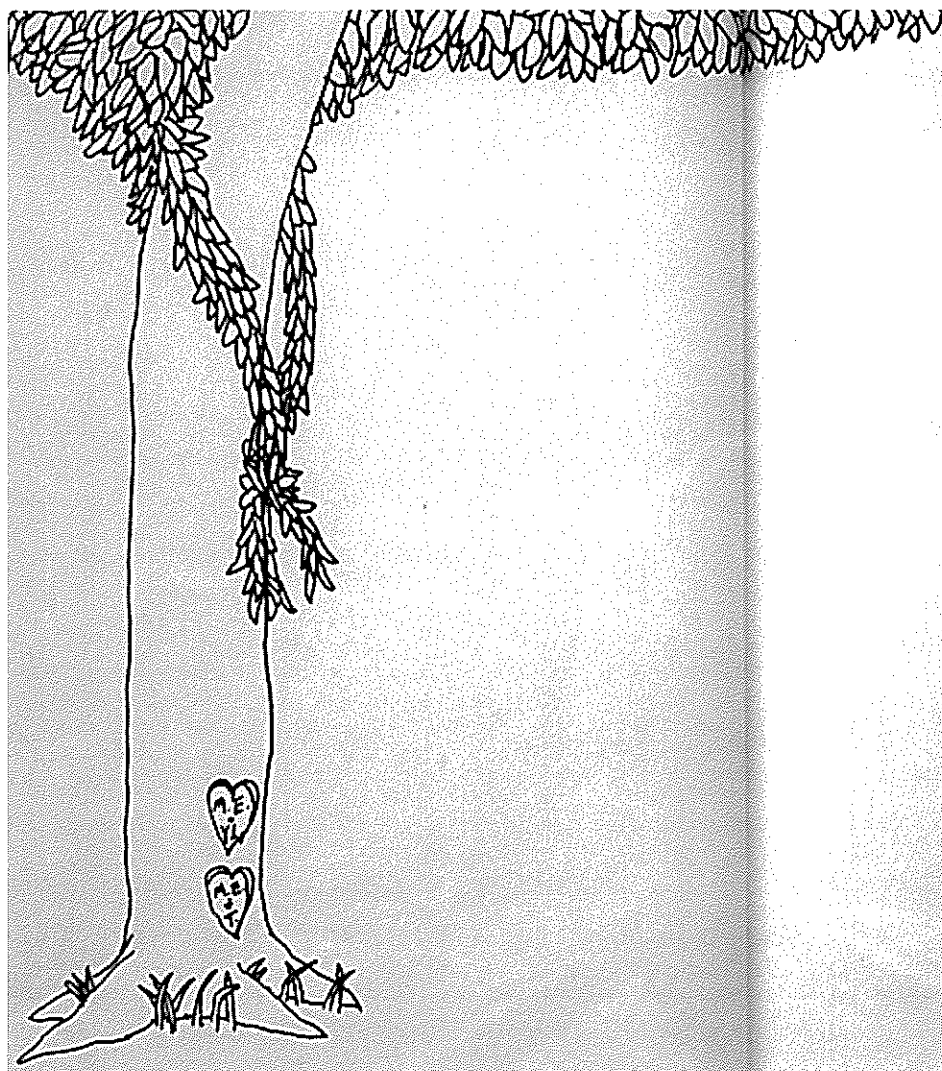
And the tree was happy.



But time went by.



And the boy grew older.



And the tree was often alone.

Then one day the boy came to the tree
and the tree said, "Come, Boy, come and climb
up my trunk and swing from my branches
and eat apples and play in my shade
and be happy."

"I am too big to climb and play," said the boy.

"I want to buy things and have fun.

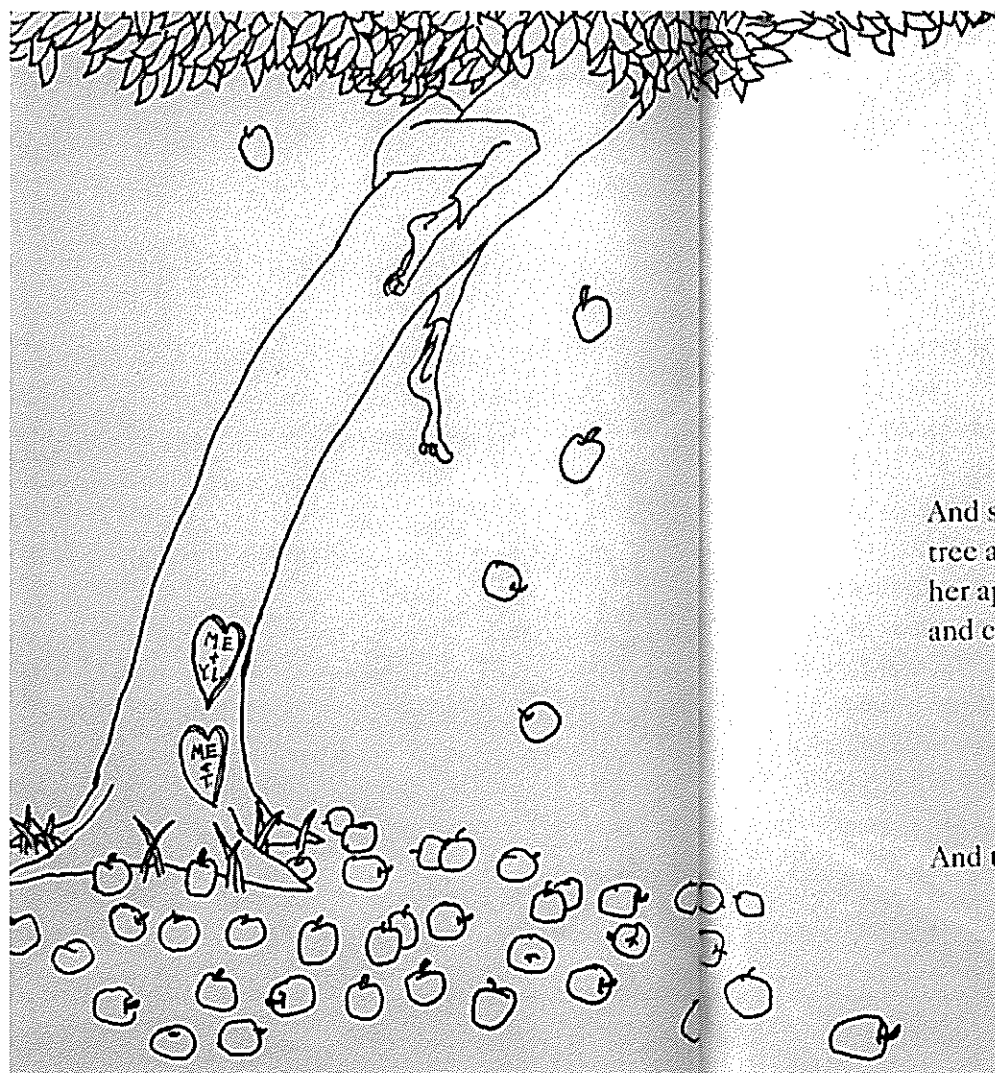
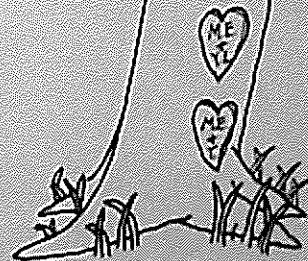
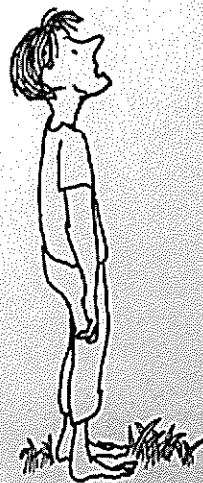
I want some money.

Can you give me some money?"

"I'm sorry," said the tree, "but I have no money.

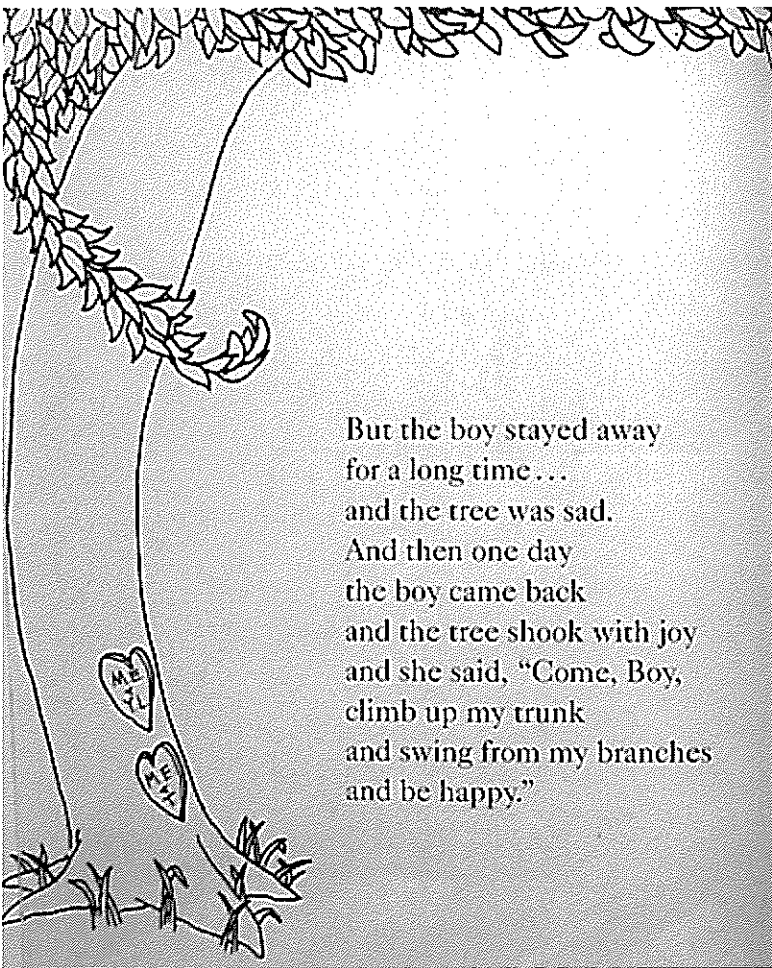
I have only leaves and apples.

Take my apples, Boy, and sell them
in the city. Then you will have money
and you will be happy."



And so the boy climbed up the
tree and gathered
her apples
and carried them away.

And the tree was happy.



But the boy stayed away
for a long time...
and the tree was sad.
And then one day
the boy came back
and the tree shook with joy
and she said, "Come, Boy,
climb up my trunk
and swing from my branches
and be happy."

"I am too busy to climb trees,"
said the boy.

"I want a house to keep me warm,"
he said.

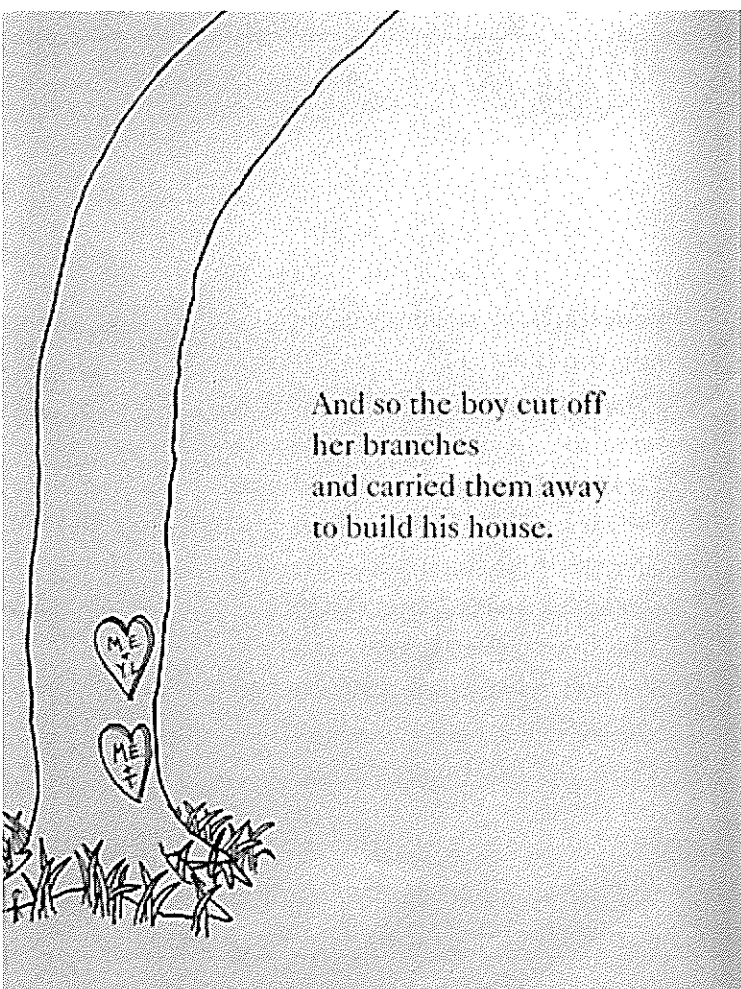
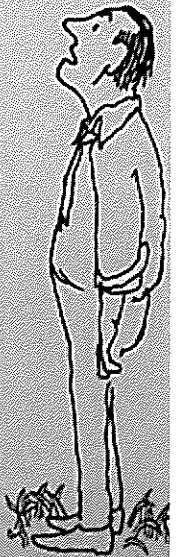
"I want a wife and I want children,
and so I need a house.

Can you give me a house?"

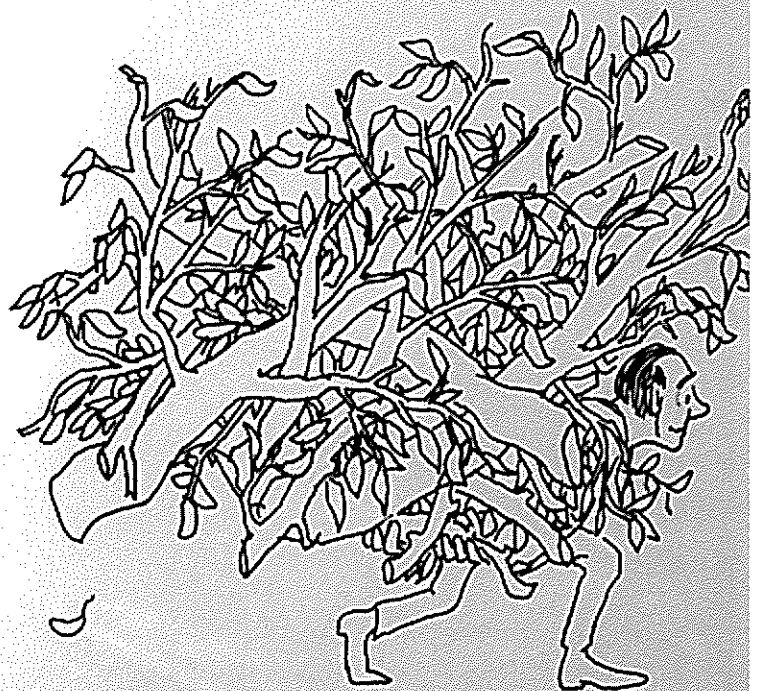
"I have no house," said the tree.

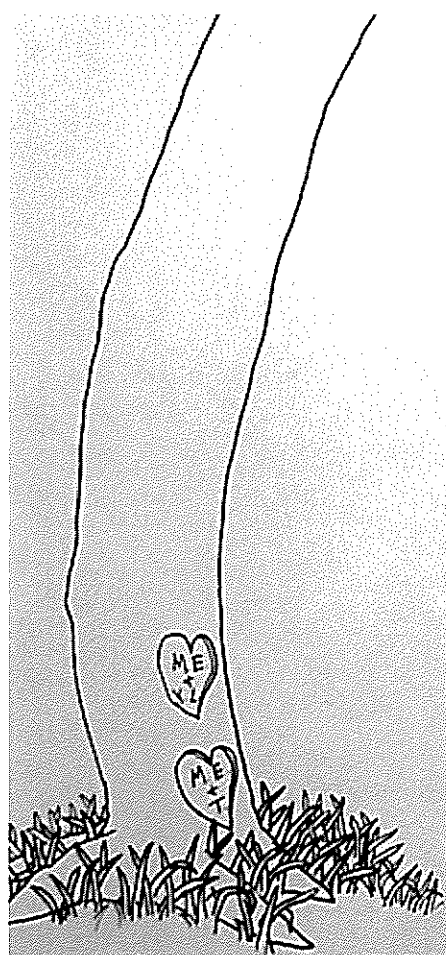
"The forest is my house,
but you may cut off my branches
and build a house.

Then you will be happy."



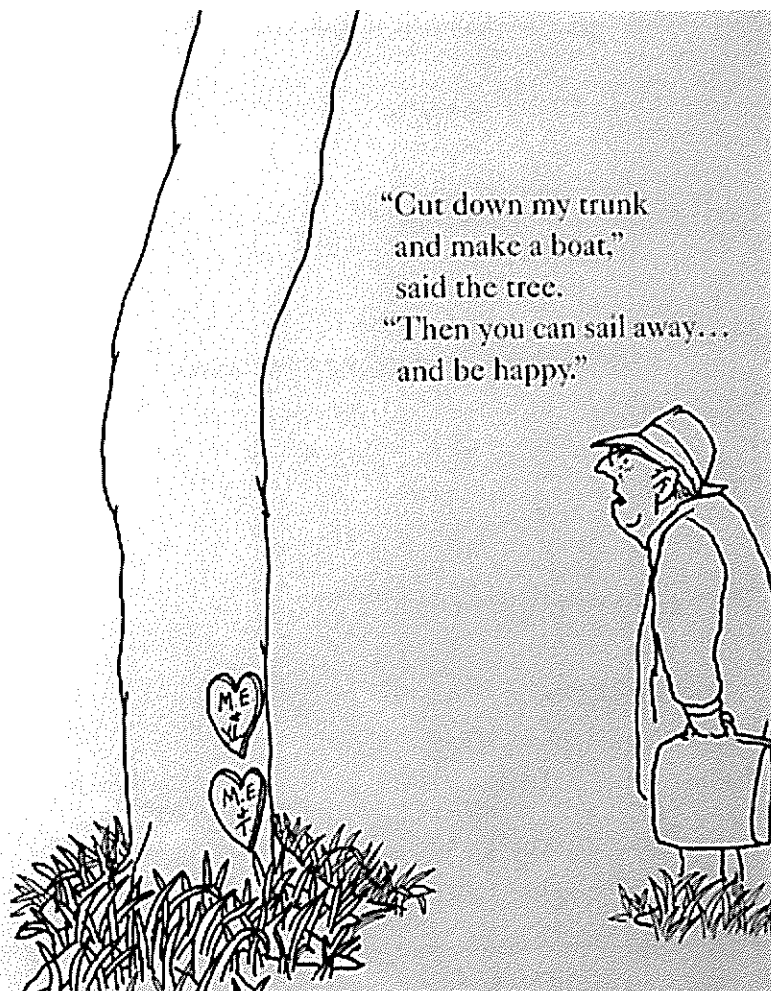
And so the boy cut off
her branches
and carried them away
to build his house.





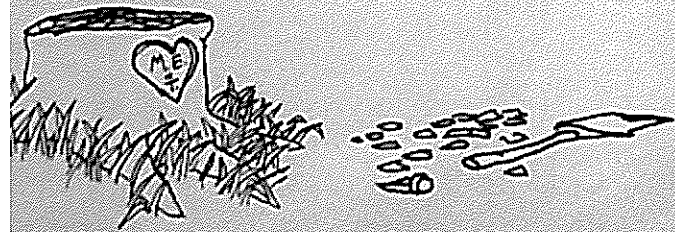
And the tree was happy.

But the boy stayed away
for a long time.
And when he came back,
the tree was so happy
she could hardly speak.
“Come, Boy,” she whispered,
“come and play.”
“I am too old and sad to play,”
said the boy.
“I want a boat that will
take me far away
from here.
Can you give me a boat?”

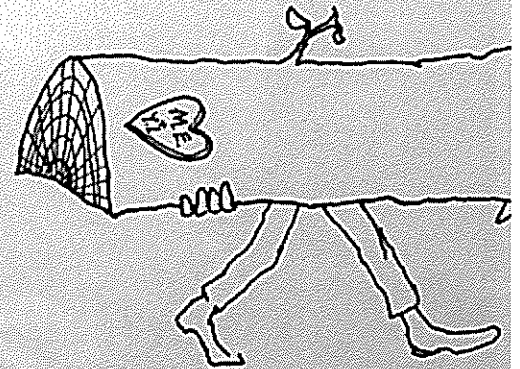


“Cut down my trunk
and make a boat,”
said the tree.
“Then you can sail away...
and be happy.”

And so the boy cut down her trunk



and made a boat and sailed away.

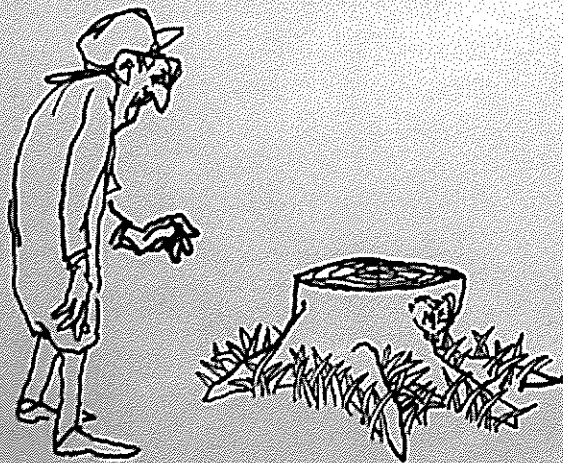


And the tree was happy . . .

but not really.



And after a long time
the boy came back again.
“I am sorry, Boy,”
said the tree, “but I have nothing
left to give you—



My apples are gone.”
“My teeth are too weak
for apples,” said the boy.
“My branches are gone,”
said the tree. “You
cannot swing on them—”
“I am too old to swing
on branches,” said the boy.
“My trunk is gone,” said the tree.
“You cannot climb—”
“I am too tired to climb,” said the boy.
“I am sorry,” sighed the tree.
“I wish that I could
give you something...
but I have nothing left. I am just
an old stump. I am sorry...”

“I don’t need very much now,”
said the boy,
“just a quiet place to sit and rest.
I am very tired.”
“Well,” said the tree,
straightening herself up
as much as she could,
“well, an old stump is good
for sitting and resting.
Come, Boy, sit down.
Sit down and rest.”



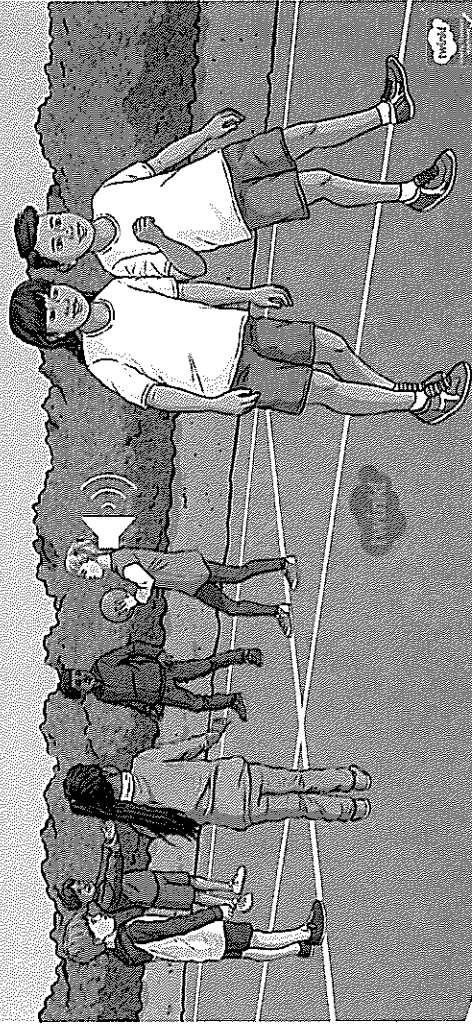
And the boy did.

And the tree was happy.

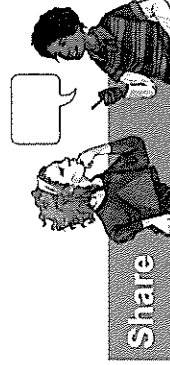
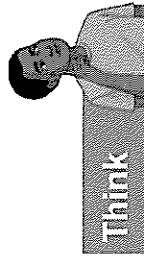


The End

FRIENDSHIP



What do you imagine
life would be like if no
one were friends?



if you saw someone you
knew in the school yard that
looked like they had no one
to play with, what could you
do?

The Importance of Friends

Friends are important because, without them, people can become lonely. Loneliness can have a negative effect on the way we see ourselves, and the world.



Having a friend to talk to, spend time with, share secrets with, laugh with and count on when we need help creates a feeling of belonging and a connectedness to others. People need to have these feelings so that they can be healthy and happy in their mind and their heart.

What Makes a Good Friend?

Good friends don't necessarily have to have everything in common and like all of the same things. Being a good friend is all about the way you treat others.

A good friend is someone who:

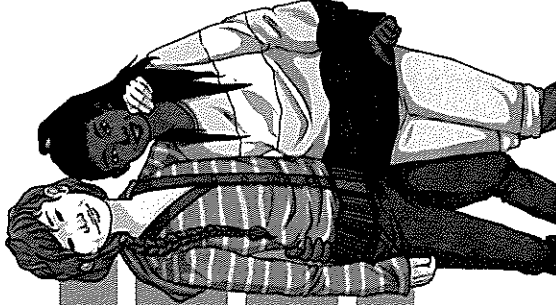
- respects and appreciates you as an individual and doesn't try to change you;
- makes you feel good through their words and actions, such as complimenting you, being happy for you when you succeed, and talking about you respectfully to others;
- is loyal and will stand up for you or defend you;
- listens to what you have to say.



What Makes a Good Friend?

A good friend:

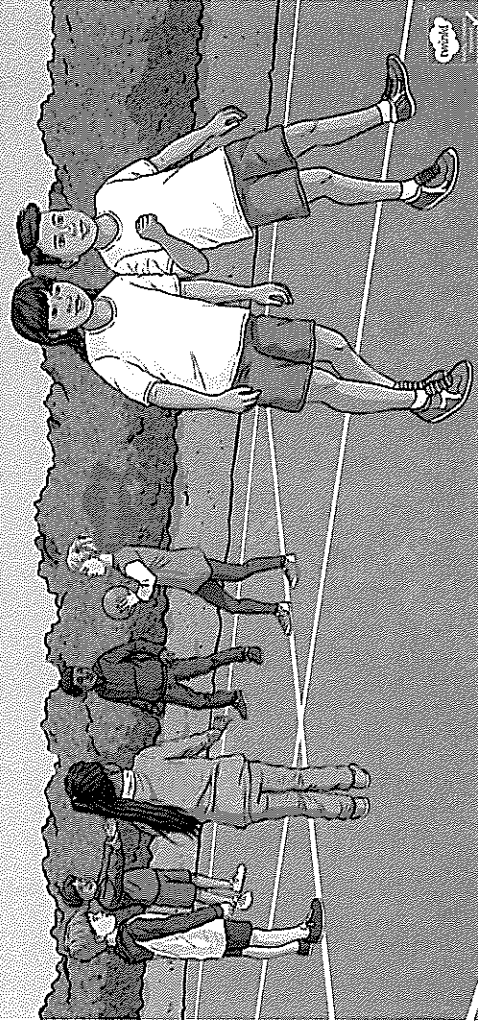
- is trustworthy;
- owns their actions and behaviour and makes amends after an argument;
- is inclusive towards you always, not just when it suits them;
- is someone you have fun with!

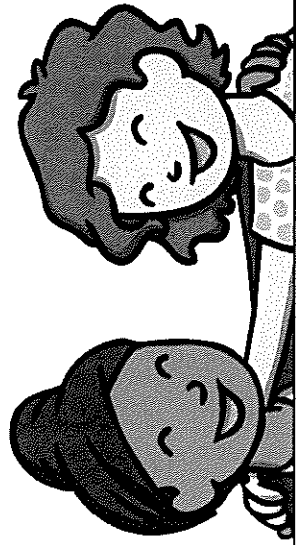


How can I show that I appreciate my friendships?

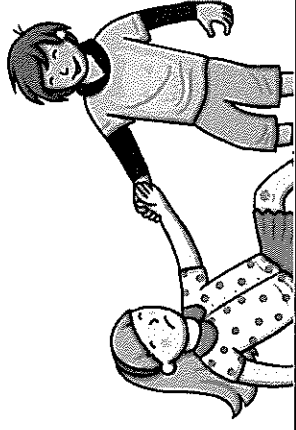
There are many things you can do to show appreciation for your friendships.

- post or email your friend a letter to thank them for being a friend and tell them why they are a good friend to you;
- make a comic strip, starring you and your friend as the heroes;
- write and send your friend a recount of a favourite memory you have with them;
- give or send your friend some flower or plant seeds from a shared packet, and grow a special friendship plant together.





Friends

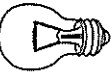


Friends can...	Friends have...	Friends are...

Tuesday

Tuesday Reading Task

As you read/listen to the story on google classroom (or your own book from home), look at the pictures, listen to the story and record what you see, think and wonder. The first one has been done for you to give you an example.

I See 	I think 	I wonder 
Font cover I see a big duck with 5 smaller ducks Type/write your thoughts here.	I think it is a mummy duck and her babies.	I wonder if the one at the end of the line is feeling cranky?

Tuesday Activity: Action verbs

Today we are learning to identify precise action verbs that authors use to make their stories more interesting.

Verbs are words that tell us what is happening.

Action verbs are verbs that tell us what something is doing or saying. Sometimes they can even be found in pairs.

The action verbs are underlined in these sentences.

- He straggled behind with his head in the air.
- Alexander's mother quacked and quacked.

Your task:

Circle the action verbs in these sentences based on Alexander's Outing.

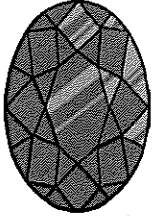
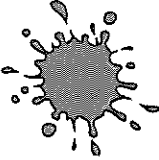
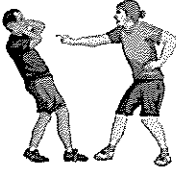
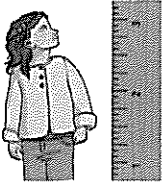
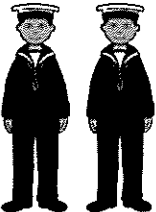
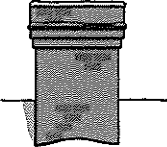
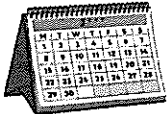
1. Alexander straggled behind.
2. He had disappeared.
3. They pranced in one long snaky line.
4. Now, dipping and tipping, they danced.

Draw a picture to match one of the sentences.

Use this table to practise your personal sight words list.

Type/Write your word	Practise 1	Practise 2	Practise 3

Alternative Spellings for Long oo

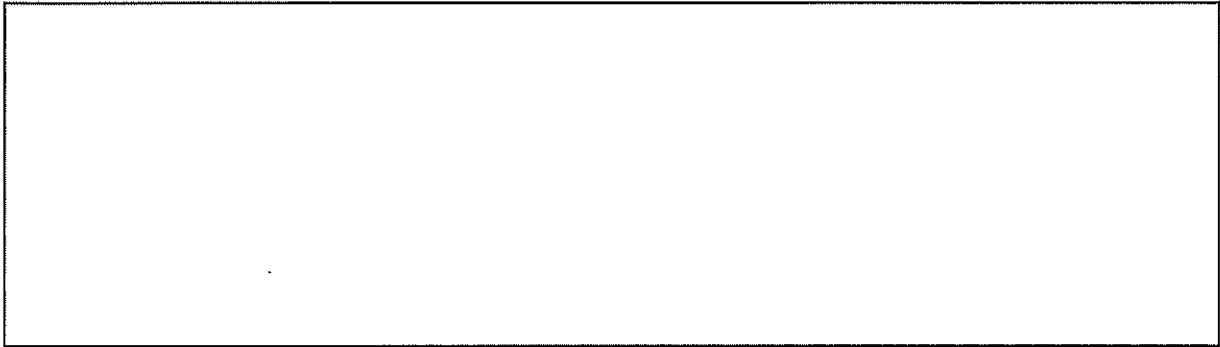
ew		ue		u-e	
					
					
					
					
					
					

Writing Task - Tuesday

Task 1

Listen to the story, 'Too Much Glue' on Google Classroom. If you can't access this, choose a story book from your home library.

First, identify some of the verbs in the story and write them in the box below.



Task 2

Look at your book and identify the beginning, middle and end of the story.

Draw or write about the beginning, middle and the end below.

Beginning

Middle

End

Task 3

Write another story with a new character that has a beginning, a middle and an ending. Think back to the task yesterday, we used the original story to help us to create a new imaginative story. Now it's your turn. Remember to plan your writing first! You might like to draw a picture for the new beginning, middle and ending first.



Multiplication Tables of 2, 5 and 10, missing factor

Grade 2 Multiplication Worksheet

Find the missing number.

1. $6 \times 2 = \square$

2. $2 \times \square = 4$

3. $5 \times \square = 10$

4. $8 \times \square = 16$

5. $3 \times \square = 6$

6. $4 \times 2 = \square$

Find the missing number.

7. $\square \times 5 = 10$

8. $4 \times \square = 20$

9. $3 \times \square = 15$

10. $7 \times 5 = \square$

11. $5 \times \square = 25$

12. $1 \times \square = 5$

Find the missing number.

13. $6 \times \square = 60$

14. $8 \times \square = 80$

15. $7 \times 10 = \square$

16. $5 \times \square = 50$

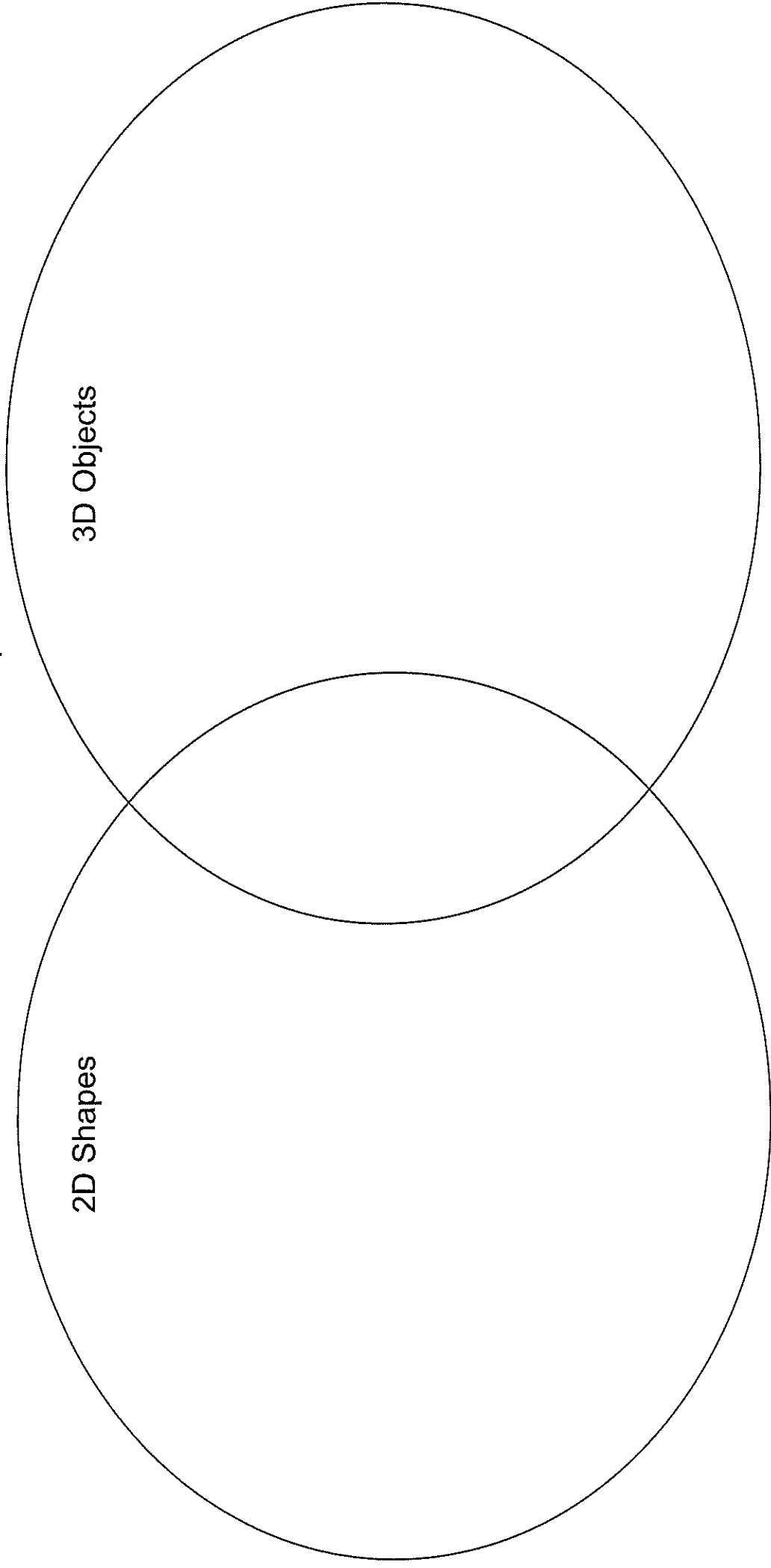
17. $\square \times 10 = 30$

18. $\square \times 10 = 20$

2D and 3D Shapes Task - Tuesday

Today we are going to explore the relationship between 2D shapes and 3D objects. Think of different shapes and objects, list and organise them onto the venn diagram on the next slide. Once you have completed this, open the worksheet on Google Classroom, using kami, and complete the task

2D and 3D shapes Task - Tuesday.

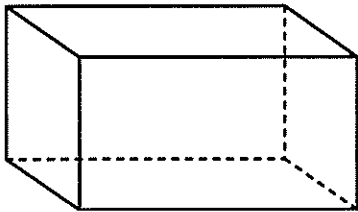


Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.

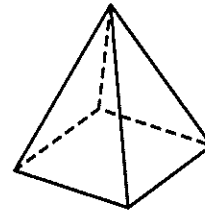


Name: _____

faces

corners

edges



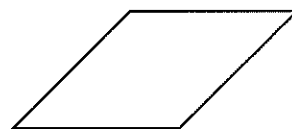
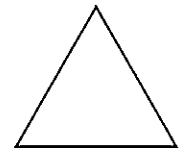
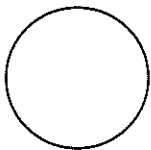
Name: _____

faces

corners

edges

2. The boxes below need to have the same shapes. Draw the missing shapes in each box so they match.



3. Below each shape, write its name.

4. Inside each shape, write the number of corners.

5. Colour the shapes that have the most edges.



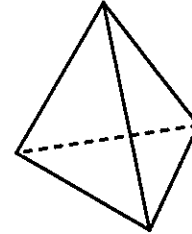
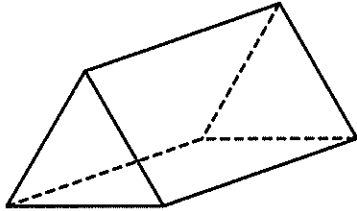


Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.



Name:

faces

corners

edges

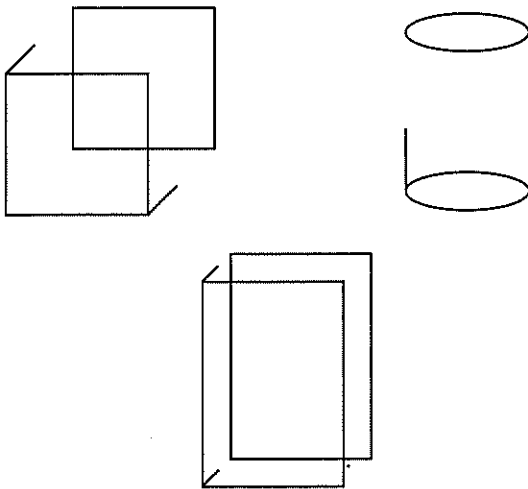
Name:

faces

corners

edges

2. Add lines to complete the 3D objects in the box below. Then draw any 2D shapes that could be linked to the 3D objects in the second box.



3. Add labels by writing the names of the 3D objects and 2D shapes.

4. Next to each object, write the number of corners.

5. List materials that you could use to make a model of a 3D object.

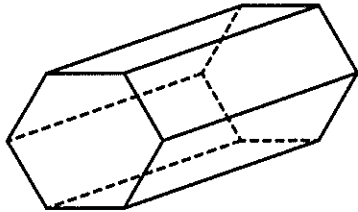


Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.

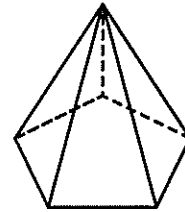


Name: _____

faces

corners

edges



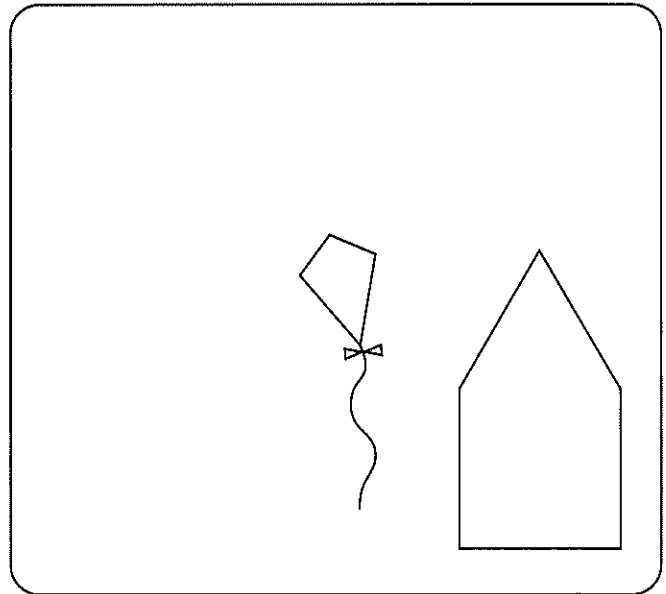
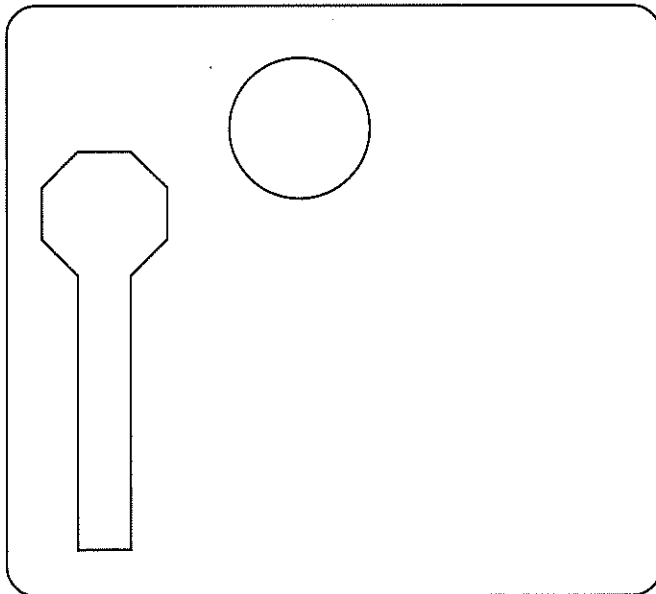
Name: _____

faces

corners

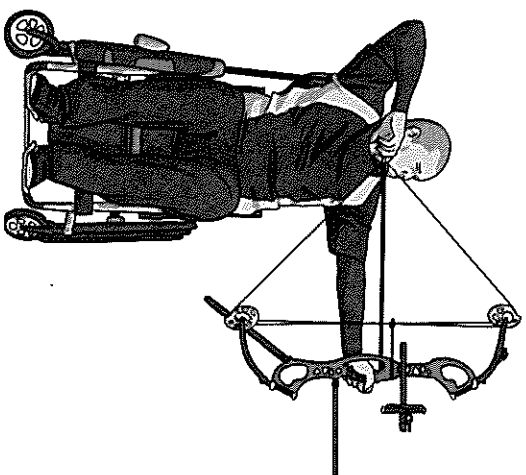
edges

2. The boxes below need to have the same shapes and lines. Draw the missing shapes and lines in each box so they match.

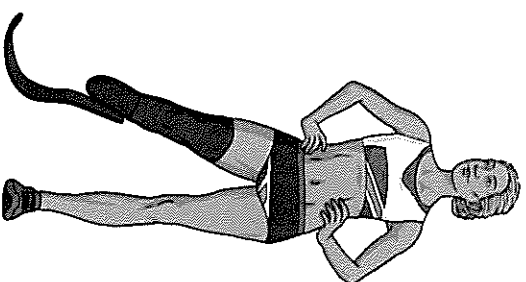


3. Can you split these shapes to create new ones? Draw lines through the shapes to show where you would split them.
4. Draw a five-sided shape to the right of the circle in both boxes.
5. Add labels by writing the names of the new shapes.
6. Draw a smaller circle inside each circle.

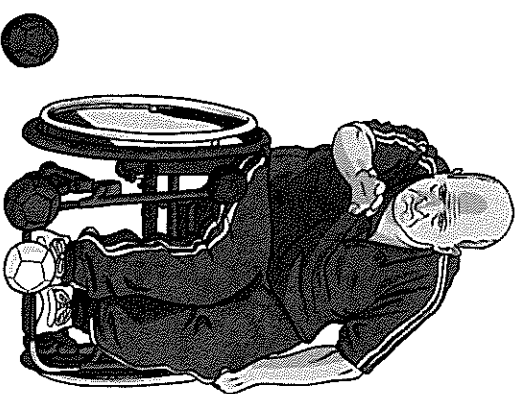




archery



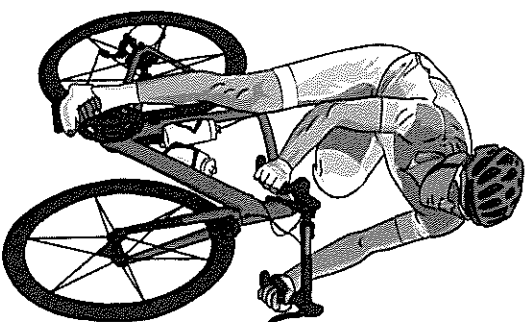
athletics



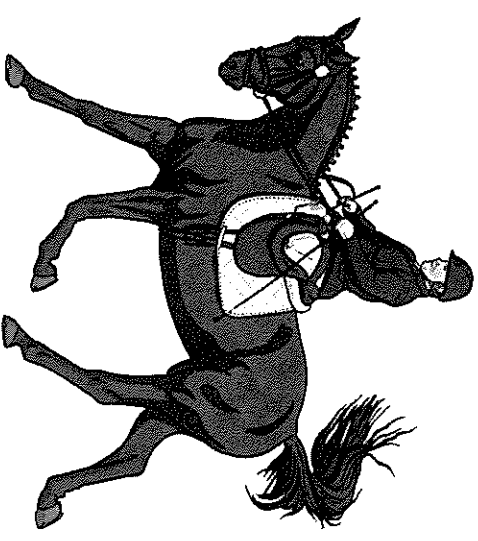
boccia



para-canoe



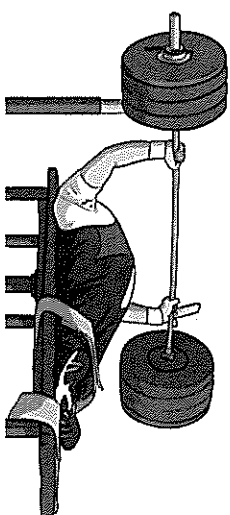
cycling



equestrian



goalball

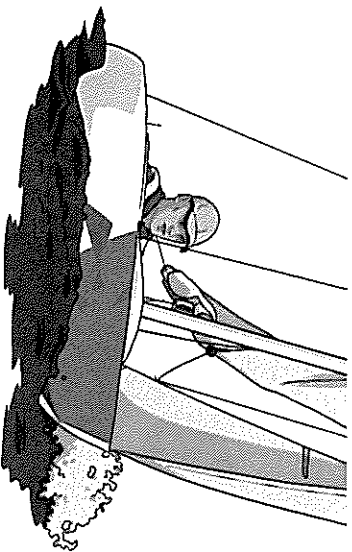


powerlifting

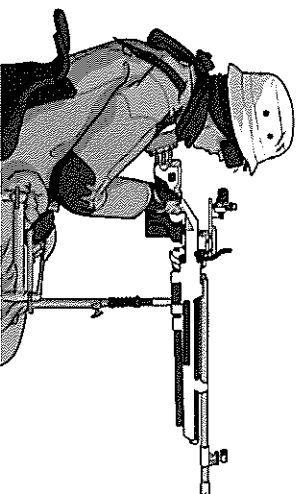


rowing

sailing

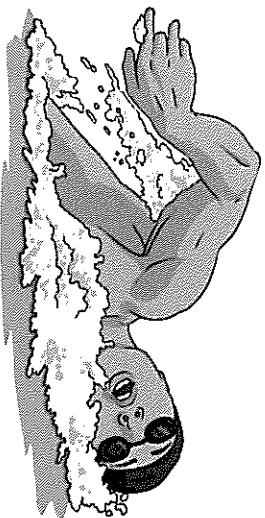


shooting



sitting
volleyball

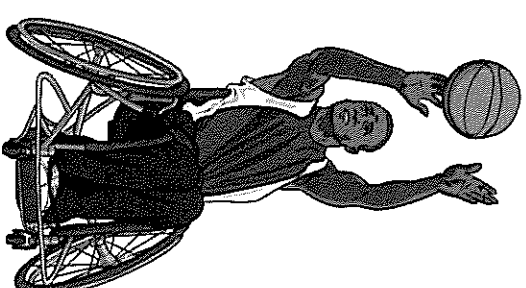




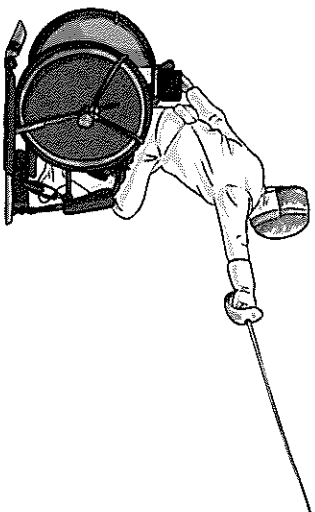
swimming



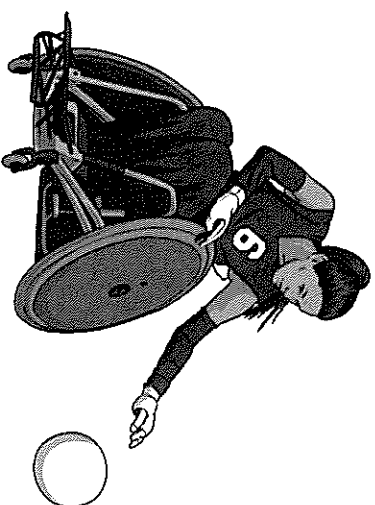
table tennis



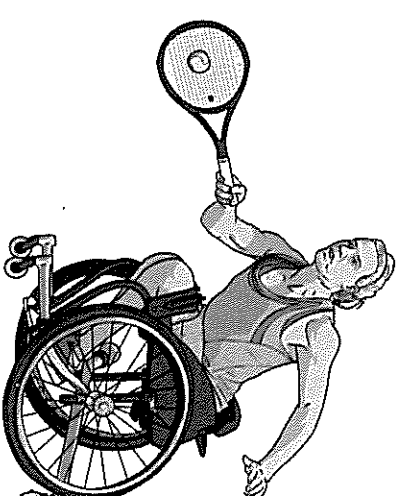
**wheelchair
basketball**



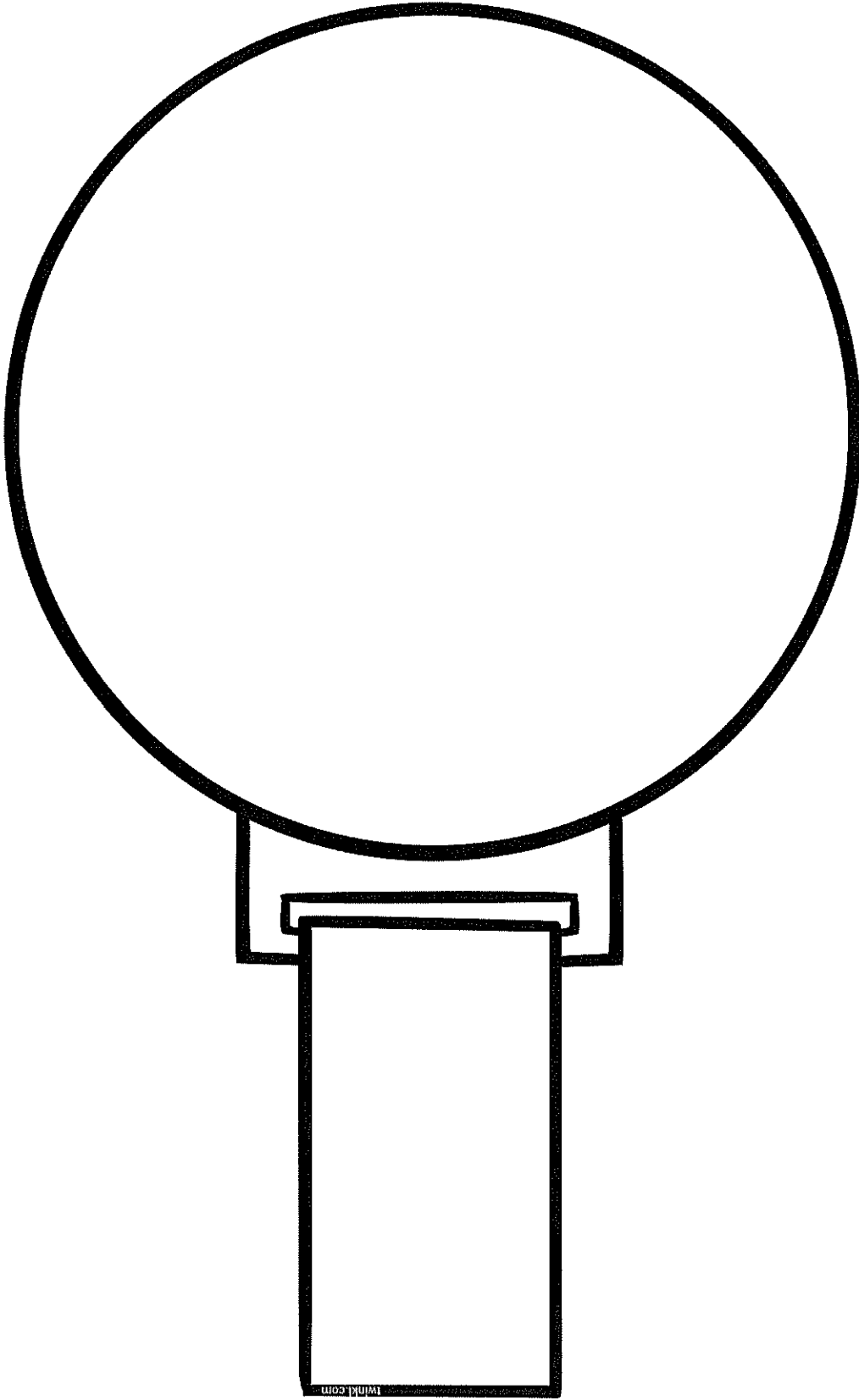
**wheelchair
fencing**



**wheelchair
rugby**



**wheelchair
tennis**



Design a Medal